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ABSTRACT

Evaluation activities related to the Orientation Training Program (OTP) are summarized. The OTP is a three-week program which includes orientation, human relations training and security. Correctional officers were found to be more authoritarian and security-conscious than non-correctional personnel. Scores of correctional officers in Communication Skills and Behavior Modification were lower than the control group, but the amount of increase was greater. A significant relationship existed between percentages of trained staff and escape rates. Performance rating scales measured Job Responsibilities and Communication Facilitation, and Job Satisfaction was assessed as lower than the national average. (BN)

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ED159572

PRE-SERVICE AND IN-SERVICE TRAINING OF GEORGIA CORRECTIONAL PERSONNEL

AN INTERIM EVALUATION

(1-091)

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PREPARED BY

JEROME ALAN NOSIN

JANUARY 1, 1975

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CG012860

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Mr. Paul Gallager needs to be mentioned for the assistance he provided by final drafting the bar graphs contained in this report.

I should like to extend my sincere thanks to Mr. Willis Roberts, presently employed by the Kentucky Department of Corrections, who was instrumental in operationalizing the Orientation Training Program, as well as providing information, resources, and help whenever requested for this report.

A personal as well as professional debt is owed to Mr. William Baughman, for his trust, confidence, and support from the beginning to the present date. Bill's interest, warmth, and personal involvement has greatly facilitated the culmination of this final report.

To my friend, Elliot Entin, my appreciation for his help and assistance. Elliot provided computer time and support throughout this project as required, and I am indebted to him as well as to Tim Carr for data analysis facilities.

A very special appreciation is needed to my secretary as well as assistant, Ms. Drusilla M. Gallager. Dru contributed unselfishly of herself, not only in the final typing stages, but throughout the coding, data analysis, and information gathering. She spent many nights and weekends on her own time helping to bring this document to reality, and without her assistance and support, this task would have been considerably more difficult. Once again, my thanks.

To all the other people who have helped, prodded, supported, yelled, or contributed to this report, I acknowledge my appreciation and apologize for not formally recognizing such. The debt is equally valid.

Executive Summary

This report constitutes a summation of evaluation activities related to the Orientation Training Program (OTP) conducted at the Staff Development Center from July 16, 1973 to December 6, 1974.

During this period, 462 trainees attended the Orientation Training Program resulting in a net total of 47,360 student hours of training. Twenty-six Orientation Training classes were conducted during this period with a net expenditure of 2,920 staff hours of instruction.

The Orientation Training Program is a three-week program consisting of both skills and content curricula. The first week in Athens consists of orientation-type subjects such as Departmental Goals, Personnel Procedures, Parole Process, Criminal Justice System, Rights of the Offender, while the second week concentrates on human relations training. The primary emphasis of the second week is on Communications Skills, Human Behavior, Introduction to the Mentally Retarded Offender, and Behavior Modification. The third week, which is mandatory for all institutional personnel and optional for community-based employees, is security oriented. Here, Inmate Supervision, Key Control, Counting Procedures, Firearms Training, Riot Control, Contraband Identification, are the major areas of concentration.

At present, all new employees are assigned to an Orientation Training Program within a short time of their hiring date, and other departmental employees who have not had such training since 1971 are also assigned.

With regard to research results, several interesting findings have emerged.

SECURITY TESTS

Upon administration of a pre-test on security, there are comparisons made between correctional officers and non-correctional personnel. There were no significant differences between these groups when they entered, but after the post-test administration, correctional officers scored significantly better than did other correctional personnel who did not attend security week. It may be concluded that some learning of security-related skills is taking place during this week.

COMMUNICATIONS SKILLS

On both a content and skills assessment upon entrance to the Orientation Training Program, Correctional Officers scored significantly lower than did non-correctional personnel. After completing the training program, both groups improved in performance, but the gains made by correctional officers were much larger than those gained by the non-correctional (college-educated) sample. Correctional officers did not score as well as non-correctional personnel after completion of the training, but this finding is expected. It may be concluded that there is some significant learning in terms of communications skills after exposure to the Orientation Training Program.

BEHAVIOR MODIFICATION

Upon entrance to the OTP, Correctional Officers exhibited significantly less knowledge about Behavior Modification techniques than did Non-correctional Officers. Non-correctional officers also scored higher than did correctional officers upon completion of the post-test but the data indicated that there were significant gains on the part of correctional officers as a function of training. This finding is not unexpected in view of the educational level of non-correctional staff over correctional officers.

PERSONALITY DIMENSIONS

Correctional officers, as assessed by the Pensacola Z Scale, exhibited significantly higher levels of Authoritarianism than did non-correctional personnel. They exhibited significantly more hostility, anxiety, and dependency than did other correctional personnel, and this is not totally inconsistent with the functions of a correctional officer. There was also an interesting relationship between authoritarianism and communications performance. Those persons who scored highest on the communications tests tended to have lower authoritarianism scores. This seems somewhat different than the finding that those correctional officers who rated themselves highest also score high on general authoritarianism. This tends to reinforce the notion that correctional officers see their job as mainly security-oriented.

JOB SATISFACTION

Job satisfaction of correctional personnel completing the Orientation Training Program was assessed utilizing the Minnesota Satisfaction Questionnaire. Twenty scales of employee satisfaction were completed, and although there were no significant differences between correctional officers and non-correctional officers, personnel of the Georgia Department of Corrections/Offender Rehabilitation exhibited significantly lower satisfaction scores than comparable national norms. In short, personnel were more dissatisfied on almost all scales, and the greatest areas of dissatisfaction were Compensation, Creativity, Company Policies and Practices, Independence, and Advancement Policies.

CORRECTIONAL OFFICERS PERFORMANCE RATINGS

A rating form for performance of correctional officers was modified from a form for assessing campus police performance. This form was administered to each correctional officer, who filled it out on himself; then supervisors for that individual completed a rating.

Data analysis showed the form was high in reliabilities and seemed to measure two primary dimensions: "General Job Responsibilities" was the first, and a "Communications Facilitation Dimension" was the second.

Although both supervisors and correctional officers indicated high reliabilities, there was no agreement between them. They view the relevant correctional traits in two different ways and supervisors tend more toward an overall "halo" effect.

STAFF RATINGS

A staff rating form for evaluating each orientation trainee was designed. The results of this form are sent back to each trainee as well as his supervisor. The feedback with regards to the utility of this form has been good from the field.

A revision was completed on the form in order to provide more information and in a more usable format. No actual data analysis has been performed on this revision to date, so no additional data is available at this time.

COST ANALYSIS

A cost analysis was performed and revealed that in direct costs, approximately $463.00 is spent per orientation trainee. When one adds salary and miscellaneous travel expenses, the total state cost to send an individual through the Orientaton Training Program is $988.83. Total state expenditures to date have been $214,294.08 directly, and $456,839.46 total. This figures out to approximately $4.52 per hour of instruction direct cost, and $9.63 indirect costs per instruction hour.

INSTITUTIONAL EFFECTS

The percentage of trained staff was computed for each state correctional facility as well as the total instutional population. Correlations performed reveal that after eliminating maximum security (low risk) and half-way (high risk) institutions, there was a significant relationship between trained staff and escape rates; the greater number of persons who had completed training, the lower were total escape rates. This data must be considered very carefully, for there may have been additional factors causing the decrease; however, there was a relationship between percentage of trained staff and escape rates which merits further investigation.

ADDITIONAL RESEARCH

The need for additional research was also explored, and several additional measures were designed. Methods for further investigating communications training, parole-probation ratings, and validating institutional (OJT) performance were proposed.

RECOMMENDATIONS

Several recommendations were submitted for consideration when revamping the Orientation Training Program. This would include more integrated media, more hands-on experience, greater job-role definitions, better field liaison and internal communications. In view of the differences between groups attending the OTP, it may also be advisable to consider separate training sessions for several of the curriculum blocks.

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This interim report constitutes an evaluation of activities related to the Orientation Training Program conducted at the Staff Development Center from July 16, 1973 to December 6, 1974.

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The Staff Development Center's OTP is a three-week program, consisting of both content and skills curricula. The first week in Athens consists of orientation-type subjects such as Departmental Goals, Personnel Procedures, Parole Process, Criminal Justice System, Rights of the Offender, while the second week concentrates on human relations training. The primary emphasis of the second week is on Communications Skills, Human Behavior, Introduction to the Mentally Retarded Offender, Behavior Modification. The third week, which is mandatory for all institutional personnel and optional for community-based employees, is security-oriented. Here, Inmate Supervision, Key Control, Counting Procedures, Firearms Training, Riot Control, Contraband Identification, are the major areas of concentration.

At present, all new employees are assigned to an Orientation Training Program within a short time of their hiring date, and other departmental employees who have not had such training since 1971 are also assigned.

The research design for evaluating training effectiveness may be viewed as two-fold; first, there is an attempt to demonstrate program effectiveness by various ratings, performance measures, psychological tests, and interviews. In addition, there is a long-range goal to define important predictors of success for both correctional officers and other correctional personnel; this means specifying traits and performance levels to determine the relevant criteria for successful performance at each job class.

During the Orientation Training Program, various test instruments and measures are administered to the trainees in order to determine these factors. Variables such as General Authoritarianism, Dogmatism, and global "Self-Concept" have been utilized. In addition, other questionnaires such as job satisfaction measures, situational ratings, and content test items are used. This data was collected on participants in the OTP from July of 1973 to date, but the major sample extracted for this analysis is drawn from August of 1973 to May of 1974.

Limitations of this preliminary study are many. These would include lack of control groups, non-comprehensive follow-up, limited longitudinal data, and a constantly evolving training program. All these result in some inconsistencies within the research results, or design, and must be taken into consideration. Additional problems in terms of supervisor ratings in the field, and lack of control over rating procedures must also be considered. In spite of all these limitations, however, it is felt that specific implications exist from the results of this study to seriously consider some of the variables and procedures operating with regards to personnel practices, custodial staff, turnover rates, general job satisfaction of the employees, as well as the effectiveness of various training efforts. Subjectively, the evolution of the training program is felt to be positive, and that past and present research results have gone to strengthen the current Orientation Training Program.

This report will attempt to deal with both long and short-term results of the OTP, and the implications we can draw from present training practices. A demographic breakdown of trainees, normative data on their performance, and results of various personality tests will also be reported. A cursory examination of the impact of the program on reduction of escape and recidivism rates can be postulated, and indirect data inferred regarding the proportion of trained staff at each institution made, but this must be taken as inconclusive at present. Turnover rates and job satisfaction will also be explored, as well as a cost analysis provided for management decisions. Implications for these results, and recommendations for additional research and restructuring of the present training program will also be made.

TOTAL PARTICIPANTS
ORIENTATION TRAINING PROGRAM
JULY 16, 1973 - DECEMBER 6, 1974

REGION	CORRECTIONAL OFFICERS	NON-CORRECTIONAL OFFICERS	
REGION I	102	56	(158)
REGION II	99	30	(129)
REGION III	23	66	(89)
REGION IV	36	50	(86)
TOTALS:	260	202	(462)

NUMBER OF PARTICIPANTS
ORIENTATION TRAINING PROGRAMS
JULY 16, 1973 - DECEMBER 6, 1974

REGION I

INSTITUTION	CO'S	NCO'S
GA STATE PRISON	60	13
MONTGOMERY C. I.	3	2
WARE C. I.	10	3
WAYNE C. I.	13	--
CHATHAM C. I.	9	2
LOWNDES C. I.	7	1
PROBATION/PAROLE OFFICES:		
WAYCROSS	--	2
BAINBRIDGE	--	1
DUBLIN	--	4
ADEL	--	1
VALDOSTA	--	2
FITZGERALD	--	1
HINESVILLE	--	2
STATESBORO	--	1
CAMILLA	--	1
ALBANY	--	5
SAVANNAH	--	3
TIFTON	--	1
McRAE	--	1
DOUGLAS	--	1
THOMASVILLE	--	1

REGION I (CONTINUED)

INSTITUTION	CO'S	NCO'S
PROBATION/PAROLE OFFICES: (CONT.)		
COLUMBUS	--	1
COMMUNITY BASED SERVICES:		
SAVANNAH	--	2
DUBLIN	--	1
TIFTON	--	1
WAYCROSS	--	1
MOULTRIE	--	1
ALBANY	--	1
BAINBRIDGE	--	1
TOTALS:	102	56

REGION II

INSTITUTION	CO'S	NCO'S
Columbus C. I.	--	1
Houston C. I.	1	--
Lee C. I.	7	5
GA Diagnostic and Classification Center	69	4
Putnam C. I.	8	1
GRCW -- Hardwick	--	--
Colony Farm C. I.	5	--
Macon Transitional Center	2	--
Talmadge Memorial Hospital (Augusta)	2	--
D.O.O.R. (Region II) Office -- Macon	4	--
Probation/Parole Offices:		
Macon	1	7
Warner Robins	--	2
Americus	--	1
Brunswick	--	--
Columbus	--	2
Covington	--	1
Augusta	--	2
Sandersville	--	1
Cordele	--	1
Oglethorpe	--	1

REGION II (CONTINUED)

INSTITUTION	CO'S	NCO'S
PROBATION/PAROLE OFFICES: (CONT.)		
COMMUNITY BASED SERVICES:		
COVINGTON	--	1
BRUNSWICK	--	1
TOTALS:	99	30

REGION III

INSTITUTION	CO'S	NCO'S
Stone Mountain C. I.	2	--
GT & DC -- Buford	16	--
Atlanta:		
Central Office (800 Peachtree)	--	1
Advancement Center	2	3
Andromeda Treatment Center	--	3
Impact -- Wheeler House & Gateway House	3	14
1422 West Peachtree Street	--	2
Probation/Parole Offices:		
Smyrna	--	4
Jonesboro	--	2
Marietta	--	1
Atlanta	--	11
Decatur	--	3
Community Based Services:		
Decatur	--	5
Atlanta	--	11
Marietta	--	2

REGION III (CONTINUED)

INSTITUTION	CO'S	NCO'S
COMMUNITY BASED SERVICES: (CONT.)		

TOTALS: 23 66

REGION IV

INSTITUTION	CO'S	NCO'S
GA Industrial Institute	20	5
Walker C. I.	16	7
Probation/Parole Offices:		
Newnan	--	2
Gainesville	--	2
Clarkesville	--	3
Dallas	--	1
Cartersville	--	3
Lawrenceville	--	4
Winder	--	1
Buchanan	--	1
Athens	--	2
Calhoun	--	2
Canton	--	2
Elberton	--	1
Cedartown	--	1
Dalton	--	1
Lafayette	--	2
Community Based Services:		
Monroe	--	2
Elberton	--	1

REGION IV (CONTINUED)

INSTITUTION	CO'S	NCO'S
COMMUNITY BASED SERVICES: (CONT.)		
ATHENS	--	2
DALTON	--	2
BUCHANAN	--	1
ROME	--	4
NEWNAN	--	1
CANTON	--	1
GAINESVILLE	--	1

TOTALS: 36 50

The current orientation program evolved from a four-week program with emphasis on security, communications, and behavior-related subjects. In addition, this program incorporated a week of on-the-job training which was dropped because of lack of a viable program at each of the correctional institutions.

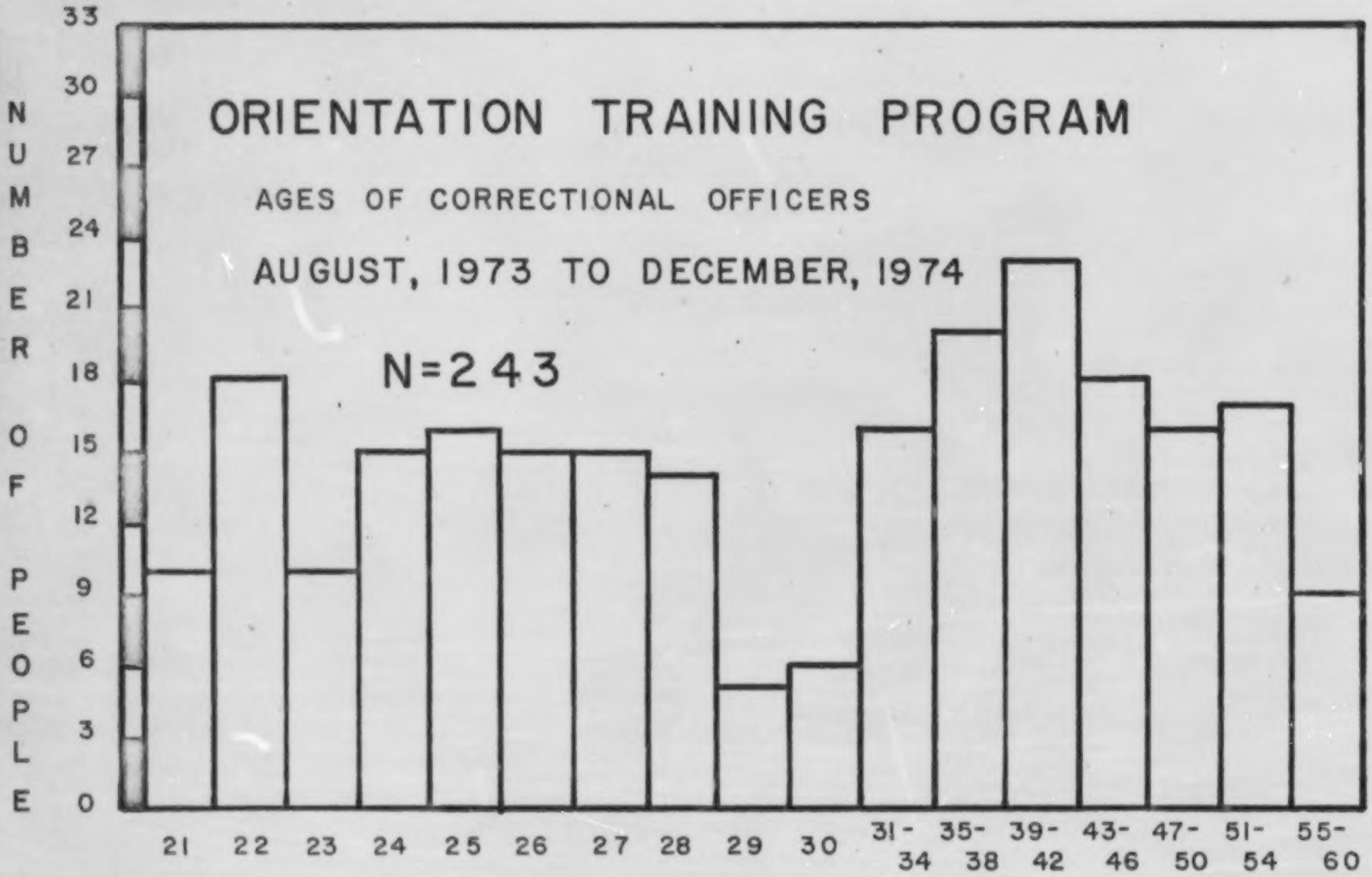
The pre-test and post-test (content items) were designed to reflect the course curriculum as taught in the Orientation Training Program. As the program has shifted and broadened considerably, the test instruments are currently being revised to reflect a more realistic curriculum. The results of the content testing, then, which are included in this report will center around Security Skills, Communications and Behavior Modification.

Procedures

All trainees were administered a pre-test on the first day of the Orientation Training Program, as well as other psychometric instruments. Biographical data was obtained on each participant, and included length of employment in D.O.O.R., age, education, military and job history, and prior criminal justice experience.

Each subject was assigned a code number, which identified his status as either a "correctional officer" or "non-correctional officer" for purposes of data analyses. Non-correctional officers were grouped together because of similarity in educational background and other variables and tended to be more alike among themselves than with correctional officers. This classification of non-correctional officers was composed primarily of counselors and probation-parole supervisors, though there were also teachers, social workers, and other correctional personnel included. Correctional officers as a group were very similar (homogeneous) with regards to education, job satisfaction, and other demographic variables. Age distributions, educational completions, and length of employment figures may be found in the accompanying tables (Appendix A). The average age for correctional officers in this sample (total number = 159) was 34.26 years; for non-correctional officers the figure was 30.26 years (total number = 71). The mean number of years of education completed was 11.92 for correctional officers, as contrasted to 16.56 years for non-correctional officers. Comparisons between this sample and correctional officers from 1967 and 1969 may be found in the appendix (A).

APPENDIX A

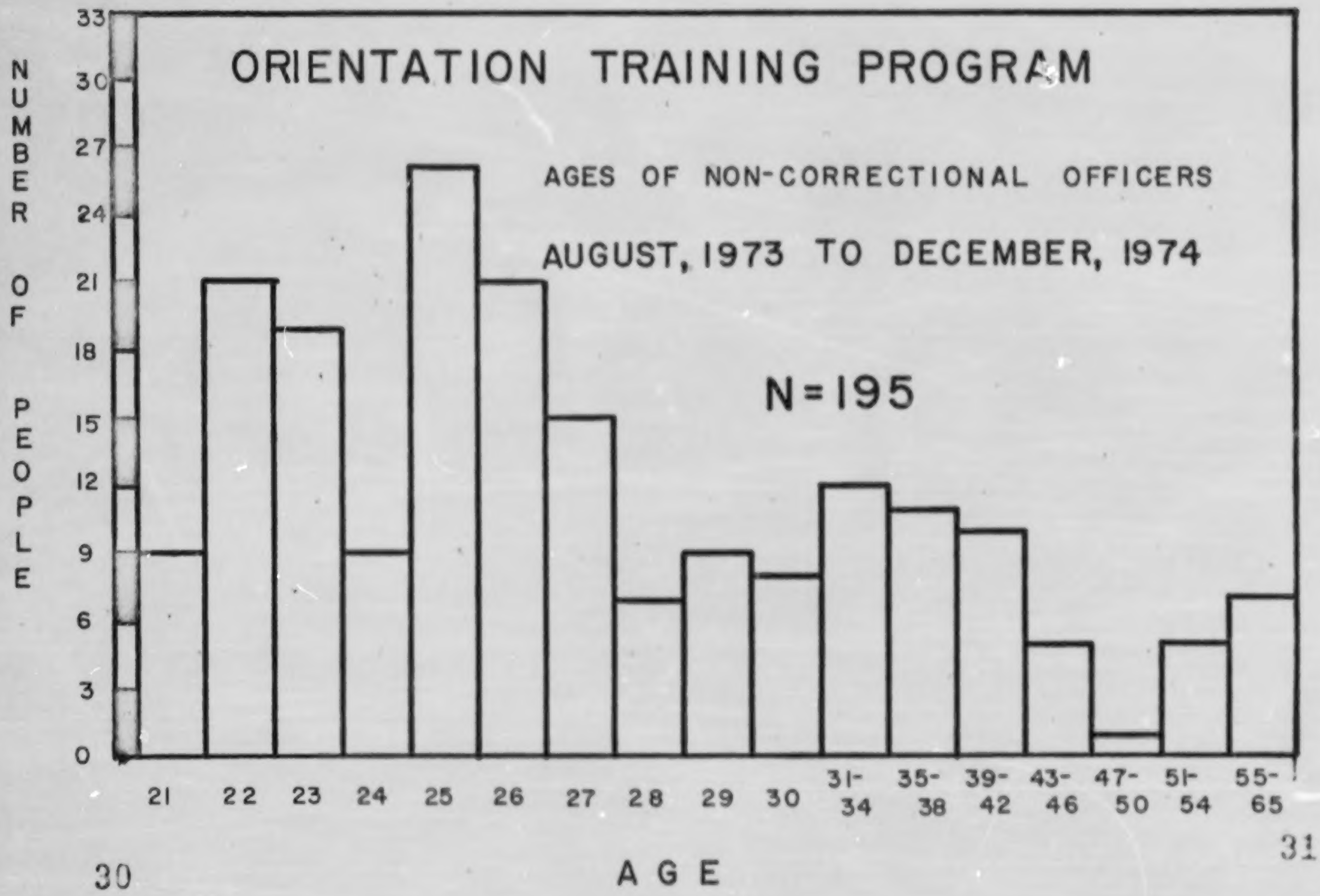


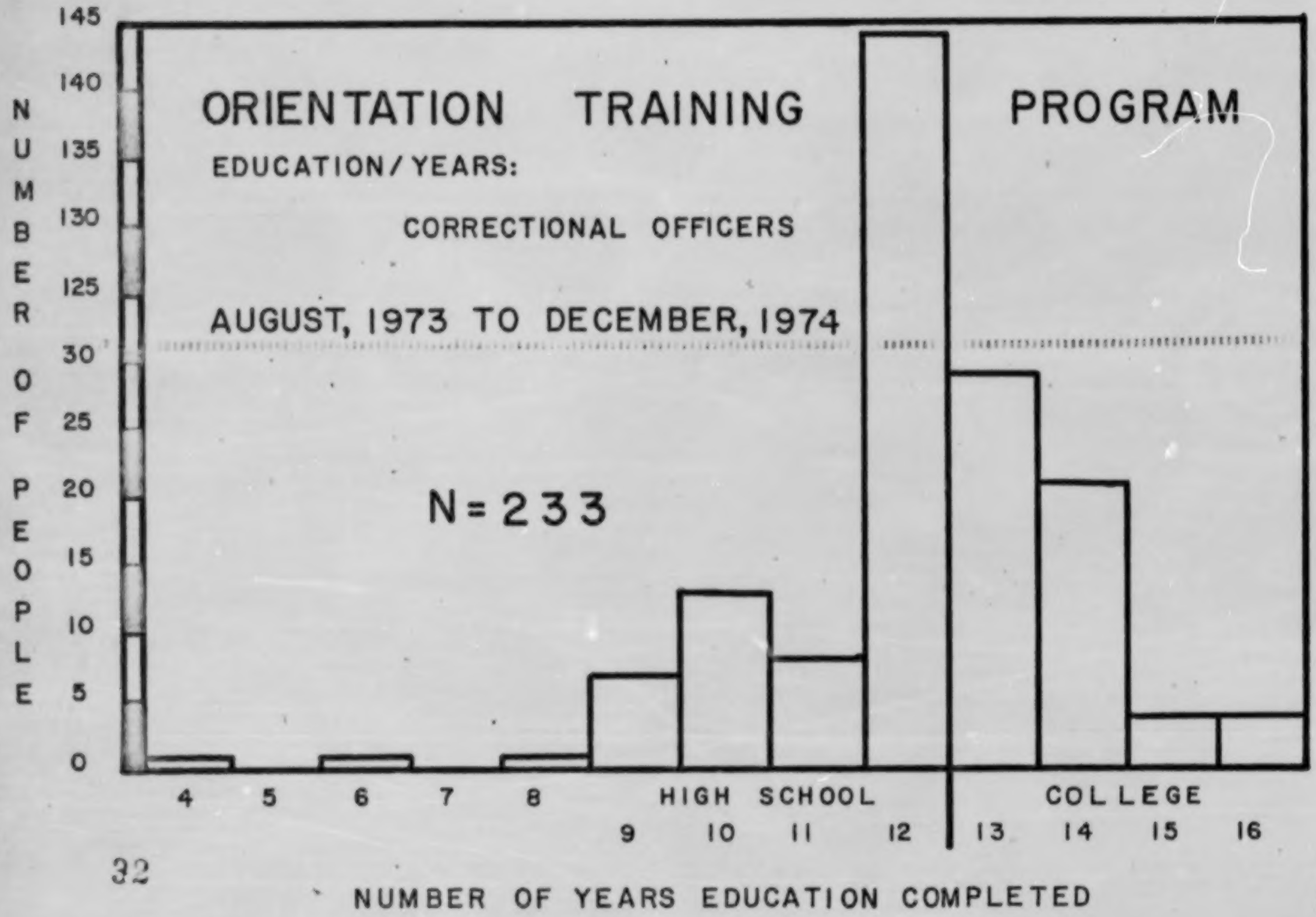
ORIENTATION TRAINING PROGRAM

AGES OF CORRECTIONAL OFFICERS

AUGUST, 1973 TO DECEMBER, 1974

N=243


ORIENTATION TRAINING PROGRAM
AGES OF NON-CORRECTIONAL OFFICERS
AUGUST, 1973 TO DECEMBER, 1974
N=195
NUMBER OF PEOPLE
33
30
27
24
21
18
15
12
9
6
3
0
21
22
23
24
25
26
27
28
29
30
31-34
35-38
39-42
43-46
47-50
51-54
55-65
AGE



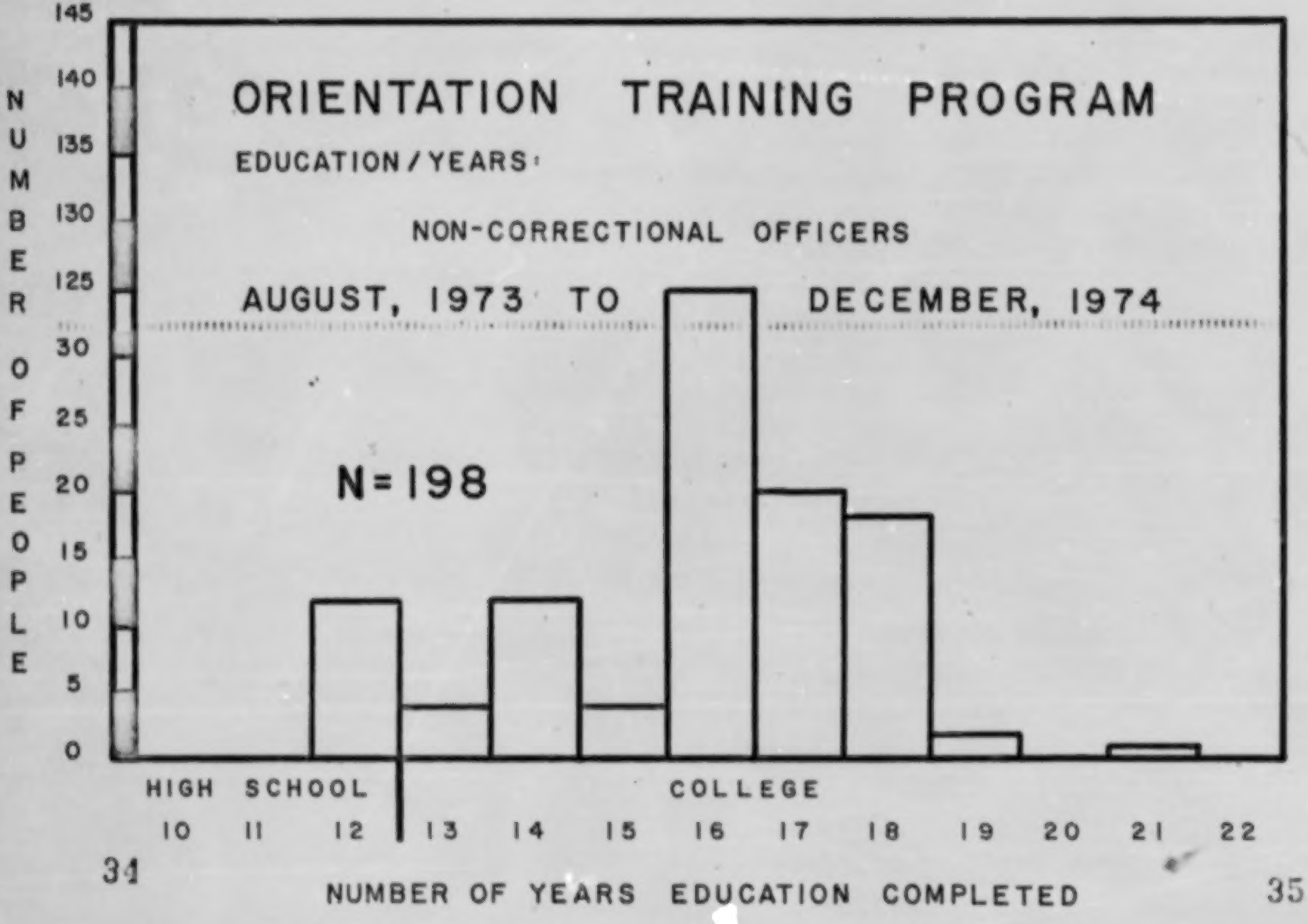
ORIENTATION TRAINING PROGRAM

EDUCATION/YEARS:

CORRECTIONAL OFFICERS

AUGUST, 1973 TO DECEMBER, 1974

N=233

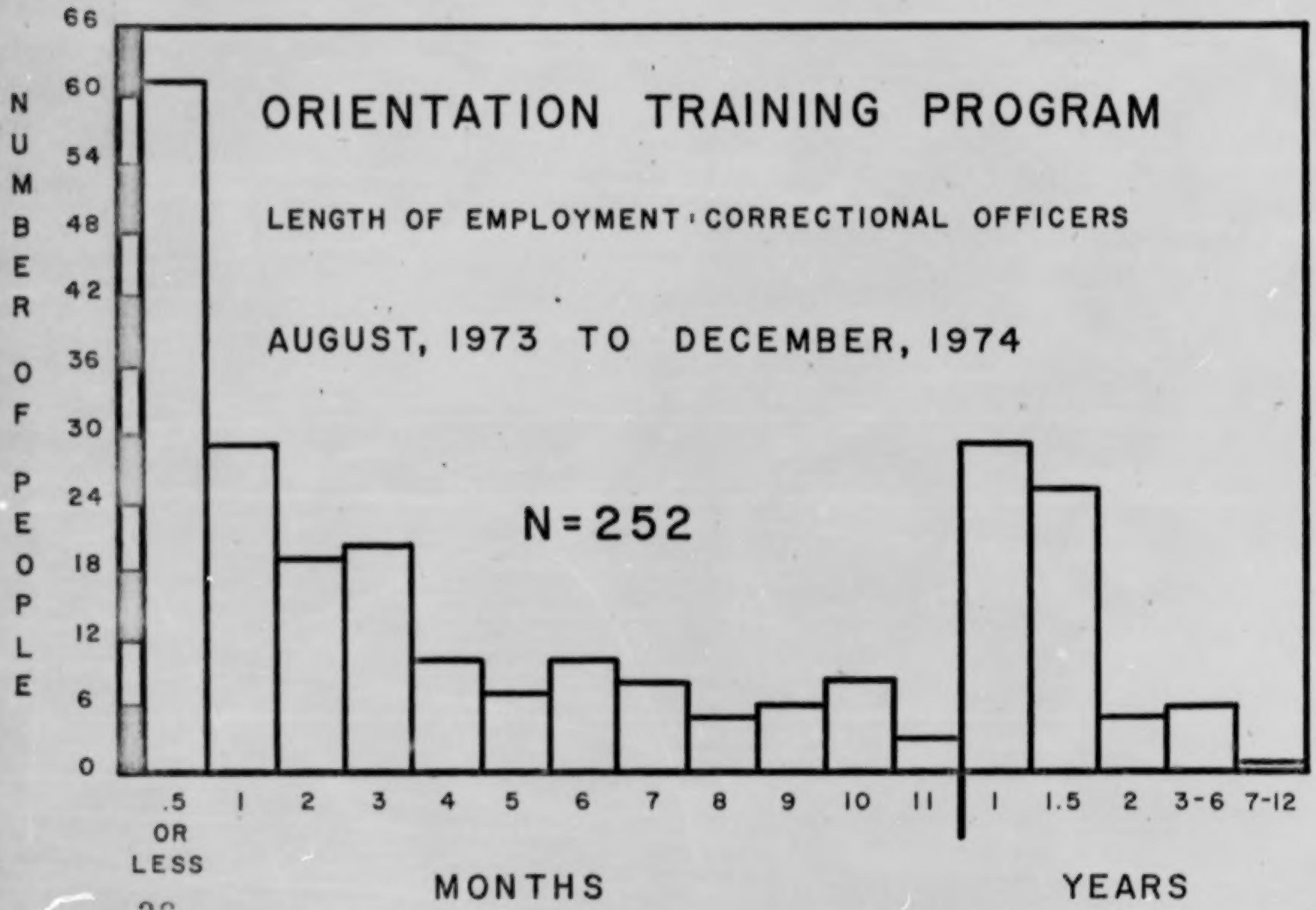


ORIENTATION TRAINING PROGRAM

EDUCATION / YEARS:

NON-CORRECTIONAL OFFICERS

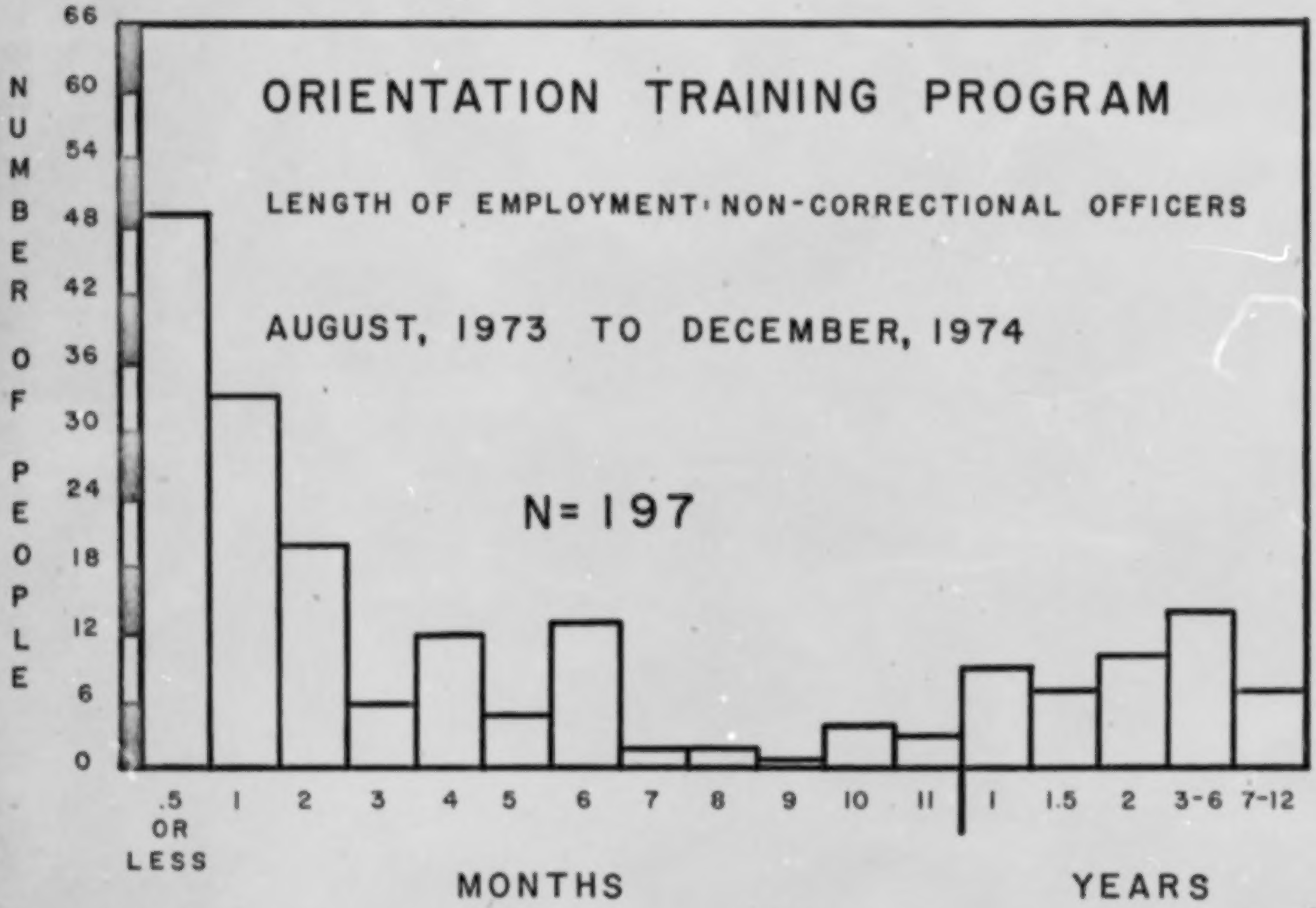
AUGUST, 1973 TO DECEMBER, 1974


ORIENTATION TRAINING PROGRAM

LENGTH OF EMPLOYMENT · CORRECTIONAL OFFICERS

AUGUST, 1973 TO DECEMBER, 1974

N=252



ORIENTATION TRAINING PROGRAM

LENGTH OF EMPLOYMENT: NON-CORRECTIONAL OFFICERS

AUGUST, 1973 TO DECEMBER, 1974

N= 197

CORRECTIONAL OFFICERS: SUMMARY COMPARISONS

1967 -- 1974

	Age	Years of Education	Salary	Total Number
1967[1]	46.9	9.60	$326/month	N = 489
1969[2]	42.2	10.80	$416/month	N = 720
1971[3]	40.9	11.20	$547/month	N = 758
1973 - 1974[4] (OTP Sample)	34.3	11.97	$573/month	N = 159

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[1] In-Service Training for Parole, Probation and Corrections Personnel: A Plan for Action, Institute of Government, University of Georgia, Athens GA, 1968.

[2] In-Service Training for Parole, Probation and Corrections Personnel: A Progress Report, Institute of Government, University of Georgia, Athens, GA, 1969.

[3] A Demographic Study of Georgia's Correctional and Probation Personnel, Institute of Government, University of Georgia, Athens, GA 1972.

[4] Current OTP Sample: This is not systemwide but represents the mean Age and mean Education of newer employees, 1973 - 1974.

DEPARTMENT OF OFFENDER REHABILITATION

ORIENTATION TRAINING PROGRAM SCHEDULE

	WEEK I	WEEK II	WEEK III
PROGRAM	Orientation to the Department of Offender Rehabilitation	Human Relations Training	Security Training
ATTENDANCE	All Departmental Employees	All Departmental Employees	Institutional Personnel and Community-Based Personnel at Supervisor's Discretion
MAJOR TOPICS	Criminal Justice Process, Personnel Procedures Institutions, Parole, Goals & Objectives, etc.	Communications Skills, Treatment Programs, Behavior Modification, The Mentally Retarded Offender	Inmate Supervision Key Control, Firearms Training, Riots, Contraband, etc.

ORIENTATION TRAINING PROGRAM

FIRST WEEK (DEPARTMENTAL GOALS)

MONDAY	Opening Exercise 10:00 - 11:30		L	Goals & Objectives of D.O.O.R. 12:00 - 2:00	Pre-Test 2:00 - 4:30
TUESDAY	Classification Process 8:30 - 11:30		U	Drug Abuse 12:30 - 2:30	Institutions and their Purpose 2:45 - 4:30
WEDNESDAY	Probation Process 8:30 - 10:00	Parole Procedures 10:00 - 11:30	N	Parole Procedures 12:30 - 1:30	Treatment Programs 1:45 - 4:30
THURSDAY	First Aid 8:30 - 11:30		C	Criminal Justice System 12:30 - 2:30	Rights of the Offender/Police Powers 2:45 - 4:30
FRIDAY	Personnel Procedures 8:30 - 10:00	Introduction to Human Behavior 11:05 - 11:30	H	Return Home	

ORIENTATION TRAINING PROGRAM

SECOND WEEK . (HUMAN RELATIONS)

MONDAY	Communications Skills 10:00 - 11:30	L	Communications Skills 1:00 - 4:30	
TUESDAY	Communications Skills 8:30 - 11:30	U	Communications Skills 12:30 - 4:30	
WEDNESDAY	Communications Skills 8:30 - 11:30	N	Communications Skills 12:30 - 4:30	
THURSDAY	Introduction to the Mentally Retarded Offender 8:30 - 11:30	C	Behavior Modification 12:30 - 2:30	Post - Test 2:30 - 4:30
FRIDAY	Group Decision Process 8:30 - 11:30	H	Return Home	

ORIENTATION TRAINING PROGRAM

THIRD WEEK (SECURITY)

MONDAY	Opening Exercise and Team Concept 10:00 - 12:00		L	Contraband I.D. & Control 1:00 - 3:00	Institutional Report Writing 3:15 - 4:30
TUESDAY	Riots: Disturbance and Planning 8:30 - 11:30		U	Riots: Disturbance & Planning 12:30 - 2:00	Firearms Training (class) 2:00 - 4:30
WEDNESDAY	Firearms Training (Field) 8:30 - 11:30		N	Firearms Training (Field) and Riot Control: Weapons and Techniques 12:30 - 4:30	
THURSDAY	Supervision Techniques 8:30 - 10:00	Emergency Procedures 10:15 - 12:00	C	Key & Equipment Control 1:00 - 2:30	Counting Procedures 2:45 - 4:30
FRIDAY	Defense Tactics 8:30 - 11:30		H	Return Home	

Overview: Orientation Training Program

GOALS AND OBJECTIVES

This block entails a general overview of the mission of the Department of Offender Rehabilition, its history, primary functions, and operational structure. Handouts, films, and discussion are primarily used.

CLASSIFICATION PROCESS

This block entails the explanation of the diagnostic process, considerations for security and treatment, and relevant treatment considerations. Media, a case history, and other aids are used.

CRIMINAL JUSTICE PROCESS

This segment of the program traces the offender through the Criminal Justice System, deals with legal considerations, arrest, and law enforcement, as well as courts, sentencing, and corrections. Law students are generally utilized in this block with handouts and media aids supplementing the lecture.

RIGHTS OF THE OFFENDER/POLICE POWERS

A cursory examination of the rights of the incarcerated, legal vulnerability, limitations and utilization of police powers, and how these relate to the corrections system is conducted here. Lawyer and discussion as well as media aids are used.

FIRST AID

This deals with first aid and emergency procedures, utilizing first aid demonstrations, films, discussion, and reading materials.

INTRODUCTION TO HUMAN BEHAVIOR

This segment provides an overview and introductory lecture on psychological factors affecting behavior, psychopathology, and general treatment considerations. This block deals with behavioral problems (i.e., suicide, sexual deviancy, psychosis, etc.), classification, and provides a historical overview of treatment as well as suggestions for treatment strategies generally. Films, lecture, handouts, and audio tapes are used.

DRUG ABUSE

This block deals with the classification, effects, and description of various drugs and substances. Behavioral effects, descriptions of the drug, and various clues to recognition are studied. Slides, examples of dried hallucinogenics (i.e., Jimson weed) and drug identification kits are utilized with lecture and media presentation.

INSTITUTIONS AND THEIR PURPOSE

This course provides a general overview of the Georgia Correctional System, dealing with each institution, its population, and its primary functions. Pictures of the institutions and a slide-and-sound show are envisioned as the primary media aids, coupled with discussion and lecture.

PAROLE PROCEDURES/PROBATION PROCESS

These two curriculum offerings trace the history, and the significant aspects of the parole and probation process, how each works, and the criteria for parole and probation. Case management considerations, supervisory techniques, and similar considerations are all cursorily dealt with, along with a general explanation of the job function of parole/ probation supervisors.

DEPARTMENTAL TREATMENT PROGRAMS

Treatment Programs provides a general overview of both institutional and community-based programming utilizing case studies and small groups, as well as lecture and media presentations. Guest speakers are occasionally utilized and input from class members with special knowledge of any of these programs is solicited.

PERSONNEL PROCEDURES

The rights of the employee, personnel benefits, leave and sick policies, merit system functions, and other similar personnel considerations are discussed in this block. Handouts, merit booklets, and transparencies are used.

GROUP DECISION PROCESS

This is a generally humorous orientation to the problem of frames-of-reference, how decisions are made, and how we limit ourselves by not acknowledging where the other person may be coming from. Films, media aids, group exercises are all utilized, along with role-playing.

COMMUNICATIONS SKILLS

This is a three-day block incorporating the Carkhuff Model of interpersonal communication. It centers on teaching process skills to participants in perceiving, interpreting, and responding to problems, and utilized lecture, media aids, video-taping, and group and individual exercises. Various different aspects of communications are discussed, how people do not hear expressed verbalizations, and how to become a more effective facilitator are discussed.

INTRODUCTION TO THE MENTALLY RETARDED OFFENDER

This segment provides an orientation and overview of mental retardation as it relates to 28% of Georgia's inmates who are classifiable as mentally retarded. Recognition, special problems, and treatment strategies and resources are dealt with, and a field trip is used to orient the trainees to mental retardation programming. Lecture, discussion and media aids are used.

BEHAVIOR MODIFICATION

Behavior is dealt with as being purposeful and as a consequence of certain reinforcing stimuli. General learning principles, how behavior modification is used, and an orientation to its use in correctional settings is provided. Primary aids are media, handouts, lecture/discussion, and group exercises.

Security Week:

CONTRABAND IDENTIFICATION AND CONTROL

This block in the third week centers on the definitions of contraband, how to search in various situations, and where to look. Lecture, demonstrations, and discussion are utilized.

INSTITUTIONAL REPORT WRITING

Designed primarily for correctional officers, this block of instruction deals with the various forms related to security in the institutions. Covered are such topics as disciplinary reports, escape and recapture reports, and other institutional paperwork. Lecture and media aids are used.

FIREARMS TRAINING

Firearms training takes place in two phases; the classroom, and in the field. During classroom instruction, trainees are instructed in the proper techniques for handling and loading weapons, as well as the firing positions and considerations for accuracy. After dry fire practice, they go to the firing range, where they go through a course of instruction and fire pistols, carbines, shotguns, and stun-guns. Gas projectiles and grenades are also demonstrated. Media aids, lecture, and "hands-on" experience are used in this block.

RIOTS: DISTURBANCE AND PLANNING

This session deals with the relevant considerations to institutional rioting. It covers causes, logistics, and general planning measures for riot control. Lecture, discussion and films are used.

SUPERVISION TECHNIQUES

A general examination of the appropriate and inappropriate methods for supervising offenders is approached in this block. Films, video-tapes of the institutions and critical situations are used, as well as general discussion.

EMERGENCY PROCEDURES

A cursory examination of emergency situations in the institution not covered under general riot control is examined. This block deals with various types of institutional emergencies and the responses to them.

KEY AND EQUIPMENT CONTROL

The proper care, security, and control of keys in the institution as well as other security equipment items are discussed in this block. Various types of locks and mechanisms are explained and the general responsibilities for internal security dealt with using discussion and media aids.

COUNTING PROCEDURES

The procedures for doing daily and special counts are examined with an eye towards appropriate techniques. This block deals with this general and basic security skill through lecture, discussion, and media aids.

DEFENSE TACTICS

A general course in self-defense holds and some considerations when attacked in the institution is offered in this session. Demonstrations and group practice on mats are utilized for this block of instruction, as well as hand-outs and other security-related equipment aids.

ORIENTATION TRAINING PROGRAM

CONTENT TEST RESULTS

Test Results: Security

The Security portion of the post-test was primarily written by Mr. Willis A. Roberts and Mr. Bob Davidson, of the Staff Development Section. Both had extensive security experience within correctional institutions (Mr. Roberts having served as a warden) and wrote the items to reflect course content of the security week. After items were submitted they were revised and the formats standardized into a 22-item multiple choice pre-test and a 19-item post-test by the Research Associate. Although the lengths were different and this must be taken into consideration, it should still be possible to draw meaningful conclusions from this data.

In comparing the pre-test scores of correctional officers to those of non-correctional officers, the following significant findings were noted:

(1) On a 22-item security content test, there were no significant pre-test differences between correctional officers and non-correctional officers.

($\underline{t} = -1.44$, $\underline{df} = 219$, $\underline{p} = \text{n.s.}$)

(2) As measured by the post-test results, correctional officers (who attended the security week) scored significantly higher on a security post-test than did non-correctional officers (who did not attend security week).[1]

($\underline{t} = 2.83$, $\underline{df} = 154$, $\underline{p} < .001$)

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[1] Although non-correctional officers could attend security week with their supervisor's permission, less than five employees chose this option.

(3) Correctional Officers obtained significantly higher post-test scores after attending security week.

(correlated $\underline{t} = -3.96$, $\underline{df} = 153$, $\underline{p} < .001$)

(4) There were no significant changes between pre- and post-test scores for non-correctional officers.

(correlated $\underline{t} = 1.08$, $\underline{df} = 68$, $\underline{p}$ = n.s.)

Discussion: Security

Results indicate that correctional officers do significantly better as assessed by post-test results after completion of security week. Although there were no formal "control" groups of correctional officers who did not receive security week but did complete the post-test, the non-correctional officers form a "quasi-control group" in that both groups started off evenly and the non-correctional officers on the post-test could support the inference that CO's learned security-related skills during the training week. Again, these results must be considered in light of the limitations of this study but are encouraging from a preliminary viewpoint. Recommendations for additional research and restructuring of the security portion of the OTP will be found in the recommendations section.

Test Results: Communications

The communications pre- and post-tests were designed to be a content reflection of the course as taught in the OTP and to supplement the Carkhuff communications pre-test (skills applied). The pre-test was an 8-item test and the post-test a 10-item test designed to tap the communications process and the trainees understanding of problem solving. Items were written by the Research Associate and reviewed by Dr. Tom Porter, Chairman, Counselor Education Department, University of Georgia, for accuracy. In addition, Dr. Porter wrote several items for the test.

Results of the communications testing (content) revealed the following:

(1) On the communications pre-test, correctional officers did significantly poorer than non-correctional officers.

($t = -7.21$, $df = 223$, $p < .001$)

(2) On the post-test for communications, correctional officers still performed significantly below the level of the non-correctional officers but the size of the difference decreased.

($t = -2.63$, $df = 160$, $p < .001$)

(3) Although comparisons must be taken on a tenuous basis due to the differences in item length on the post- to pre-test correctional officers on the post-test did improve significantly.

(correlated $t = -4.54$, $df = 155$, $p < .001$)

(4) Although significant differences for non-correctional officers was realized on their post-test scores, the differences are not nearly so large.

($t = -2.63$, $df = 160$, $p < .001$)

Discussion: Communications

It should not be surprising that upon entrance to the Orientation Training Program, non-correctional officers (mean education = 16 years) do significantly better than correctional officers (mean education = 12). The college experience which most of the non-correctional officers had plus the fact that counseling skills are a relevant part of the job experience of many of these employees should account to a large degree for the differences between groups.

It is encouraging to note, however, that by the time the post-test is administered, the size of these differences has decreased considerably. Although the test results must be considered carefully due to the differences in item length on both forms, correctional officers performed significantly better on their post-tests ($t = 14.54$). Even accounting for the differences due to item length there is adequate reason to believe that correctional officers are learning communications theory, and, on paper, can demonstrate this after completing communications training.

Although there are also significant pre-to-post differences for the non-correctional officers, their gains are less because these employees are probably coming into the program at a higher verbal level. It is interesting to note, however, that as a general rule, correctional officers like the second week far less than the first week, and the non-correctional officers seem to find the second week more meaningful to them. This, too, can probably be explained in terms of job functions; non-correctional officers are more acquainted with communication theory on their job and utilize it to a larger extent than do correctional officers. Correctional officers, as a group, have indicated verbally and by written evaluation that they do not perceive their job as "counselors" and do not want to be trained to be such. This probably results in more resistance to the communications classes as well as less familiarity with the content material and communications process.

There is one additional consideration which needs to be made: although content scores on a pre-to-post-test assessment have positively shifted, this may not mean that the trainee can utilize this as a skill, but rather that he has learned some of the theory and content knowledge related to the communications process. Research by Carkhuff has demonstrated that discrimination skills (those skills assessed by testing during the OTP) are not necessarily highly correlated with the ability to communicate effectively. Because one can perceive feelings does not mean one can formulate appropriate responses to deal with those emotions. We must accept, then, that with regards to communications training, we are primarily talking about discrimination training.

Test Results: Carkhuff Discrepancy Score

The Carkhuff Model (Carkhuff, 1969 a,b), the training method currently being utilized in the Orientation Training Program, utilizes a scale for assessing the effectiveness of responses to various verbalized feelings or problems. It was felt that in addition to a content test on theory, a process communication pre-test where one had to actually rate the appropriateness of a response would be more revealing in terms of demonstrating mastery of communications facilitation.

Although there are many communications pre-tests around which utilize this format, it was felt that two basic requirements must be met for this particular set of test items:

(1) The communications material must be correctionally-related; and

(2) There should be some rating by experts on the response key.

Although the Research Associate involved with this investigation has a thorough knowledge of this particular communications model and could have written items from scratch, this was not done for several reasons.

First, it would be more ideal in terms of research results if a pre-test could be found which had been successfully validated by experts and found to be reliable.

Second, it was hoped that a communication pre- to post-test could be found which would not only be relevant to correctional personnel, but which would have experimental data on it available from D.O.O.R. personnel.

These requirements were all satisfied. After reviewing the literature in this area, it was decided to utilize a pre- and post-test Carkhuff measure which had been designed by Susan Katrin and validated by expert judgments (Katrin, 1974). In addition, this particular test was utilized with female correctional officers at Milledgeville and the results on it were encouraging.

Thus, five specific items with four responses each were selected for rating by the trainees. Twenty different items were utilized for the post-test, but the essential dimensions and flavor of each item was equivalent.

Results on this Carkhuff rating are scored by noting the trainees' assigned number for each response and taking the absolute difference from that item to the expert opinion of the rating for that item. (For example, if a response is rated by the experts as "2.5", and a trainee marks a "4" for that particular item, then the absolute difference, or discrepancy, is 1.5. All the discrepancies are summed for the twenty responses and a total discrepancy score is obtained.)

Low discrepancy scores indicate good perception of the expressed feelings and high discrepancy scores are indicative of lowered "discrimination" of expressed verbalization. The lower the score, then, the more "tuned in" is the individual to the other persons' feelings and problems as expressed by him.

Utilizing this model (see Appendix B for scale) the following results were obtained:

(1) Correctional officers scored much lower than non-correctional officers on the pre-test for Carkhuff Model.

(t = 16.45, df = 122, $p < .001$)

(2) Correctional officers scored significantly lower than did non-correctional officers on the post-test for the Carkhuff Model, but the differences had shrunk considerably.

(t = 3.89, df = 157, $p < .001$)

(3) When comparing pre-test to post-test results, correctional officers did much better after exposure to the communications training.

(correlated t = 27.0*, df = 122, $p < .001$)

(4) Non-correctional officers, as assessed by their post-test scores, also did significantly better after communications training.

(correlated t = 9.32*, df = 61, $p < .001$)

Discussion: Carkhuff Discrepancy Score

The findings with regards to the Carkhuff Model are encouraging but inconclusive. Although the tests have been validated and expert agreement is very good, there still remains the basic problem of "has the trainee really assimilated a process skill or has he learned to take a test?"

There is no doubt that the differences for correctional officers and non-correctional officers are highly significant. Non-correctional officers do perform significantly better when entering the OTP than do correctional officers, and this is most likely due to their verbal skills, past educational background, and familiarity with counseling techniques. It is also true that correctional officers do pick up much of the communication process as measured by this test. The size of the difference (t = 27, pre-to-post-test) leaves little doubt that the discrepancy scores are shrinking greatly (a quick look at the mean scores for each group in this sample show correctional officers making greater gains than non-correctional officers after the communications training).

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*These t-values are all positive, indicative of the fact that the pre-test scores are greater than the post-test ones. This finding means that the discrepancy scores have shrunk by the post-assessment.

These results are very encouraging in terms of teaching discrimination skills. But there remain two essential questions:

(1) Are correctional officers confused about the model for the pre-test assessment, and are they merely learning a test-taking behavior for the post-test?; and,

(2) Assuming there is significant learning, does demonstrated competency on a paper-and-pencil test show that the trainee can practice this skill in a real-life situation? Does mastery of discrimination exercises show proficiency in actual communications?

These questions need to be answered. Although there is a large body of literature demonstrating that facilitation training can be assimilated by correctional officers (Katrin, 1974; Russell, 1974; Powell, 1972), the question still remains that even if correctional officers can assimilate these skills, are they being utilized on a daily basis in the institution? Indeed, can this model be effectively utilized given the limitations of security, supervisor receptivity, inmate and peer pressure upon the average correctional officer? There is no definite answer to this problem, only the subjective feedback from the trainees themselves. Although many correctional officers do complete the communications program successfully and want to try these skills out, there is some evidence that on a wide-spread basis this is not presently the case. Many find the Model limiting in terms of the ratio of staff to inmates (as high as one correctional officer to 600 inmates on some shifts at Georgia State Prison, with an average being closer to 1:100-200). The average correctional officer may be precluded from utilizing this model merely because he does not have the time to spend on any individual offender.

Recommendations for further research in this area are included in the recommendations section.

Test Results: Behavior Modification

The emphasis on the original training program was on behavioral skills, and for this reason an 8-item pre- and post-test was written, covering the basics of learning theory and the principles of behavior modification. All items were written by the Research Associate. They were designed to tap knowledge about basic principles of reinforcement, punishment, and the procedures for utilizing behavior modification effectively.

The original OTP had two sessions of behavior modification but this has decreased to one three-hour session; the primary reason for this, aside from logistics and the limited emphasis on behavior modification in Georgia Correctional Insitutions, is the fact that it is not realistic to expect to teach the principles of behavior modification in such a short time so as to be really meaningful. Instead, a general overview is taught, and the primary lesson is realizing that people do things for reasons and those reasons are individually reinforcing.

The results for the behavior modification tests are as follows:

(1) Correctional officers scored significantly poorer than did non-correctional officers on the pre-test for the behavior modification section.

(t = -6.77, df = 223, $p < .001$)

(2) Non-correctional officers also scored higher on the post-test when compared to correctional officers. The differences had decreased somewhat here as well.

($t = -2.81$, $df = 160$, $p < .001$)

(3) Among correctional officers, there was a significant improvement in test scores after the behavior modification training.

(correlated $t = 3.16$, $df = 68$, $p < .001$)

(4) For non-correctional officers, there were no significant improvements on the behavior modification post-test over the pre-test scores.

(correlated $t = -1.11$, $df = 68$, p = n.s.)

Discussion: Behavior Modification

The above pattern of results is interesting but by no means surprising. Non-correctional officers come to the orientation program with college experiences while correctional officers, on the average, do not. The material contained in the behavior modification block is presented on one basic level to both correctional officers and non-correctional officers. In this block, as in other OTP blocks, one is essentially teaching a range of people from four years of elementary school to the Ph.D. level.

It is not surprising, then, to find that correctional officers learn significantly more by post-test time and non-correctional officers exhibit no discernable differences. The material, although it is somewhat difficult for the bottom educational range of correctional officers, is probably over-simplified for the upper level of college students in the non-correctional personnel sample. This is a problem not unique to the behavior modification block and will be discussed in more depth in the recommendations section.

General Discussion and Implications: Test Results

The preliminary pattern of results with regards to performance on the pre- and post-tests is encouraging from a research viewpoint. Given the experimental limitations of this sampling, it is still probable that material is being disseminated to trainees during the three-week Orientation Training Program.

Non-correctional officers, as a rule, seem to be entering the OTP at a higher level of performance and exhibit fewer problems with the course work than do correctional officers. On the other hand though, correctional officers make more dramatic gains in some of the curriculum blocks and seem to be benefitting more from the material in some cases than the non-correctional officers.

The pre-test and post-test are currently under revision. The number of items for each of the curriculum sections will be based on the amount of time devoted to that subject in the OTP, the importance assigned to that subject, and the meaningfulness of the material. "Good" items will be retained from the current post-test and poor items (non-discriminators) will be eliminated or revised. The format, however, will continue to be an objectively-scorable test at this time.

APPENDIX B

CORRECTIONAL OFFICERS AND NON-CORRECTIONAL OFFICERS
MEAN PRE-TEST AND POST-TEST SCORES

Test Sections	Correctional Officers				Non-Correctional Officers			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Security	10.56	2.76	11.94	3.96	11.16	3.02	10.17	2.48
Communications (Content)	4.19	1.80	6.93	1.67	6.06	1.80	7.68	1.59
Carkhuff Discrepancy Score (Communications)	25.92	7.01	12.98	6.86	14.58	6.90	8.78	4.27
Behavior Modification	4.07	1.70	4.63	1.67	5.74	1.81	5.43	1.53

ORIENTATION TRAINING PROGRAM

CORRELATION MATRIX: POST-TEST RESULTS

	Communications	Carkhuff Score	Behavior Modification
Security	.040 (111)	.507* (108)	-.082 (111)
Communications		-.341* (112)	.319* (115)
Carkhuff Score			-.365* (112)

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*p < .001

PSYCHOMETRIC RESULTS

PENSACOLA Z SCALE

Authoritarianism

Test Results: Pensacola Z Scale

The Pensacola Z Scale (Jones, 1957) was selected by the Research Associate after extensively reviewing the literature on personality inventories. It was originally designed by the United States Naval Air Station at Pensacola, Florida to screen naval cadets. The scale measures General Authoritarianism (Heteronomy) and yields an overall score as well as four sub-scale scores: Rigidity, Hostility, Dependency, and Anxiety.

The scale is forced-choice and objectively scorable and is not "fakable". It was administered with the pre-test battery to each of the trainees entering the orientation program. No post-test administration of this scale was utilized.

Results of the analyses indicated the following relationships:

(1) Correctional officers exhibited significantly higher scores on General Authoritarianism than did non-correctional officers.

(t = 6.76, df = 160, $p < .001$)

(2) There were no significant differences between correctional officers and non-correctional officers on the Rigidity sub-scale.

(t = .31, df = 217, p = n.s.)

(3) Correctional officers were assessed significantly higher than non-correctional officers on the Hostility sub-scale.

(t = 2.98, df = 217, $p < .001$)

(4) Correctional officers exhibited significantly higher scores on the Anxiety sub-scale than did non-correctional officers.

($\underline{t} = 2.83$, $\underline{df} = 217$, $\underline{p} < .001$)

(5) Correctional officers scored significantly higher on the Dependency sub-scale than did other correctional personnel.

($\underline{t} = 13.81$, $\underline{df} = 127$, $\underline{p} < .001$)

In addition to the above results, the Pensacola Z Scale correlated highly with several other variables. These are as follows:

(1) There was a significant negative correlation between General Authoritarianism and the Communications post-test. This tends to indicate that those persons who score higher on the communications post assessment exhibit significantly lower scores on general authoritarianism.

($\underline{r} = -.21$, $\underline{n} = 111$, $\underline{p} < .05$)

(2) There was a statistically significant correlation between the security post-test and the Rigidity sub-scale; those individuals who scored highest on the Security post-test tended to score lower on rigidity as measured by the Pensacola Z Scale.

($\underline{r} = -.22$, $\underline{n} = 107$, $\underline{p} < .05$)

(3) There was a significant positive correlation between the Rigidity and General Authoritarianism scores and overall job performance as a correctional officer on a self-rating form. People who rated themselves highest as correctional officers tended to score high on the Rigidity sub-scale as well as having high general authoritarianism scores.

($\underline{r} = .28$, $\underline{n} = 99$, $\underline{p} < .05$; $\underline{r} = .21$, $\underline{n} = 111$, $\underline{p} < .05$ respectively)

Discussion: Pensacola Z Scale

The above results tend to support the notion that security personnel are higher in authoritarianism (Heteronomy) on three of the four sub-scales: Hostility, Dependency, and Anxiety. This is not totally inconsistent with the job requirements for correctional officers and should not be viewed in a "negative" way. The results are interesting in terms of profiling a correctional officer. Even more interesting than the general differences between correctional officers and other correctional personnel is the somewhat contradictory correlational findings.

It tends to make sense with other results that those correctional officers exhibiting more facility with communications skills would be less authoritarian. It is less obvious that those scoring highest on the security pre-test would exhibit lower Rigidity scores. It may be that those individuals who are more flexible, or accepting of change, can function better in a security environment. This result seems at variance with the additional significant correlation, that of general authoritarianism and rigidity with overall job ratings as a correctional officer, but perhaps it can be accounted for.

It is generally accepted that the most pressing duty of a correctional officer is security. It would make sense, therefore, that correctional officers, to perform their duty, need to have some minimal level of authoritarianism to function effectively. This would entail adherence to procedures, consistency, and using force when appropriate. To that extent, authoritarianism would be a requisite; that there is a negative correlation of rigidity to security post-test performance (those officers assessed low in rigidity score high on security) may reflect simply a verbal factor -- correctional officers who do well on tests or who possess knowledge about theory may exhibit different traits than those who perform effectively on the job. This speculation is tenuous at best, and additional research will be necessary to determine the exact relationship between job performance and these various traits.

APPENDIX C

ORIENTATION TRAINING PROGRAM

SUBSCALE INTER-CORRELATIONS: PENSACOLA Z SCALE

	General Authoritarianism	Rigidity	Hostility	Anxiety
Rigidity	.533* (154)			
Hostility	.336* (154)	.057 (154)		
Anxiety	.586* (154)	-.024 (154)	.336* (154)	
Dependency	.081 (154)	.106 (154)	-.094 (154)	.081 (154)

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*$p < .001$

JOB SATISFACTION

MINNESOTA SATISFACTION QUESTIONNAIRE

Results: Minnesota Satisfaction Questionnaire

Turnover rates for correctional officers, as well as for other correctional employees, have been relatively high for the Georgia Department of Corrections/Offender Rehabilitation. It was felt that if the department was going to invest a sizable amount of money in training new employees, it would be cost inefficient to have these employees terminate within a short time. To this end, a job satisfaction questionnaire was incorporated in the pre-test battery to determine employee satisfaction.

The Minnesota Satisfaction Questionnaire (MSQ) was chosen for this assessment. The MSQ was chosen because of its psychometric integrity, wealth of research data and various norm groups, and for its ease of administration, scoring and format. The MSQ is a 100-item questionnaire, containing 21 sub-scales of job satisfaction. Employees are asked about different aspects of their job and how they like each. Responses are possible from one (not satisfied at all) to five (extremely satisfied).

The results for the MSQ have proved extremely significant. Data are provided for correctional officers, non-correctional officers, and norm groups for comparison.

It should also be noted that for purposes of this analysis, any employee who had been employed less than one month was eliminated from this sample. The length of employment and MSQ results for correctional personnel may be found in the following tables.

Discussion: Minnesota Satisfaction Questionnaire

The preceeding tables indicate that correctional officers as a group are extremely dissatisfied with most aspects of their job. This is followed closely by non-correctional officers. There are no major differences in job satisfaction between these groups other than that correctional officers are happier with their job security and compensation and non-correctional officers are happier with the creativity and independence they enjoy relative to correctional officers.

These data are, in no way, offered as critical of the administration or management practices of this department; instead, they are offered as usable management information in terms of remedying a situation which is resulting in large-scale employee turnovers and substandard perfromance in some cases.

In view of the cost to the State of Georgia and the Department of Corrections/Offender Rehabilitation for sending a trainee through the Oriengation Training Program, (see Cost Analysis: OTP section), it is not cost efficient to turn over 30 - 35% of the custodial staff at any institution for any given year. It is towards these management ends and for the use of supervisors in dealing with their various subordinates that this data is offered.

APPENDIX D

JOB SATISFACTION: CORRECTIONAL OFFICERS VERSES NON-CORRECTIONAL OFFICERS (MINNESOTA SATISFACTION QUESTIONNAIRE)

N = 109 (CO)
N = 64 (NCO)

MSQ Scale Name	Correctional Officers Mean Score (Range = 5-25)	Non-Correctional Officers Mean Score (Range = 5-25)	t-value
1. Social Service	16.91	17.69	-1.18 ns
2. Creativity	14.29	15.81	-2.43**
3. Moral Value	17.05	17.14	-0.14 ns
4. Independence	15.51	16.64	-2.12*
5. Variety	15.97	16.34	-0.59 ns
6. Authority	15.05	15.19	-0.30 ns
7. Ability Utilization	15.50	15.37	0.18 ns
8. Social Service	14.83	15.01	-0.34 ns
9. Company Policies & Practices	13.95	13.08	1.30 ns
10. Supervision: Human Relations	17.15	16.28	1.24 ns
11. Security	17.05	14.92	3.14****
12. Compensation	13.52	12.00	2.11*
13. Work Conditions	15.24	15.75	-0.80 ns
14. Advancement	14.06	13.27	1.07 ns
15. Supervision - Technical	16.53	15.94	0.35 ns
16. Co-Workers	16.70	16.34	0.60 ns
17. Responsibility	15.57	16.55	-1.72 ns
18. Recognition	15.10	15.42	-0.48 ns
19. Achievement	16.90	16.87	0.04 ns
20. Activity	16.53	17.02	-0.80 ns
	(Range = 5-100)		
21. General Job Satisfaction	63.35	62.45	0.47 ns

*$p < .05$; **$p < .02$; ***$p < .01$; ****$p < .001$

JOB SATISFACTION: CORRECTIONAL OFFICERS
(MINNESOTA SATISFACTION QUESTIONNAIRE)

N = 109
df = 108

MSQ Scale Name	Correctional Officers Mean Score (Range = 5-25)	(N = 380) Employed Non-Disabled (Mean Score)	(t-value)	(N = 46) Housekeeping Aides (Mean Score)	(t-value)
1. Social Service	16.9	20.5	- 8.72***	19.5	-6.26***
2. Creativity	14.3	19.3	-13.33***	15.6	-3.51***
3. Moral Values	17.0	21.4	-11.58***	18.9	-4.98***
4. Independence	15.5	19.6	-12.63***	18.3	-8.61***
5. Variety	15.9	20.0	-10.05***	17.1	-2.83**
6. Authority	15.0	18.5	- 9.88***	16.7	-4.73***
7. Ability Utilization	15.5	19.8	- 9.78***	15.6	-0.28 ns
8. Social Status	14.8	18.0	- 8.17***	16.7	-4.80***
9. Company Policies & Practices	13.9	18.6	-10.92***	13.9	0.01 ns
10. Supervision: Human Relations	17.1	18.8	- 3.78***	14.5	6.07***
11. Security	17.0	20.3	- 7.86***	18.3	-2.99***
12. Compensation	13.5	18.7	-11.16***	15.9	-5.06***
13. Work Conditions	15.2	19.1	- 9.06***	16.1	-2.11**
14. Advancement	14.0	16.8	- 5.52***	12.5	3.07***
15. Supervision - Technical	16.5	18.9	- 5.61***	15.7	1.92*
16. Co-Workers	16.7	20.4	- 9.43***	18.3	-4.12***
17. Responsibility	15.6	19.8	-10.98***	17.0	-3.83***
18. Recognition	15.1	18.8	- 8.58***	14.5	1.30 ns
19. Achievement	16.9	20.7	- 9.79***	17.8	-2.44**
20. Activity	16.5	20.8	-10.73***	19.3	-6.98***
	(Range = 5-100)				
21. General Satisfaction	63.4	77.8	-11.13***	66.02	-2.08**

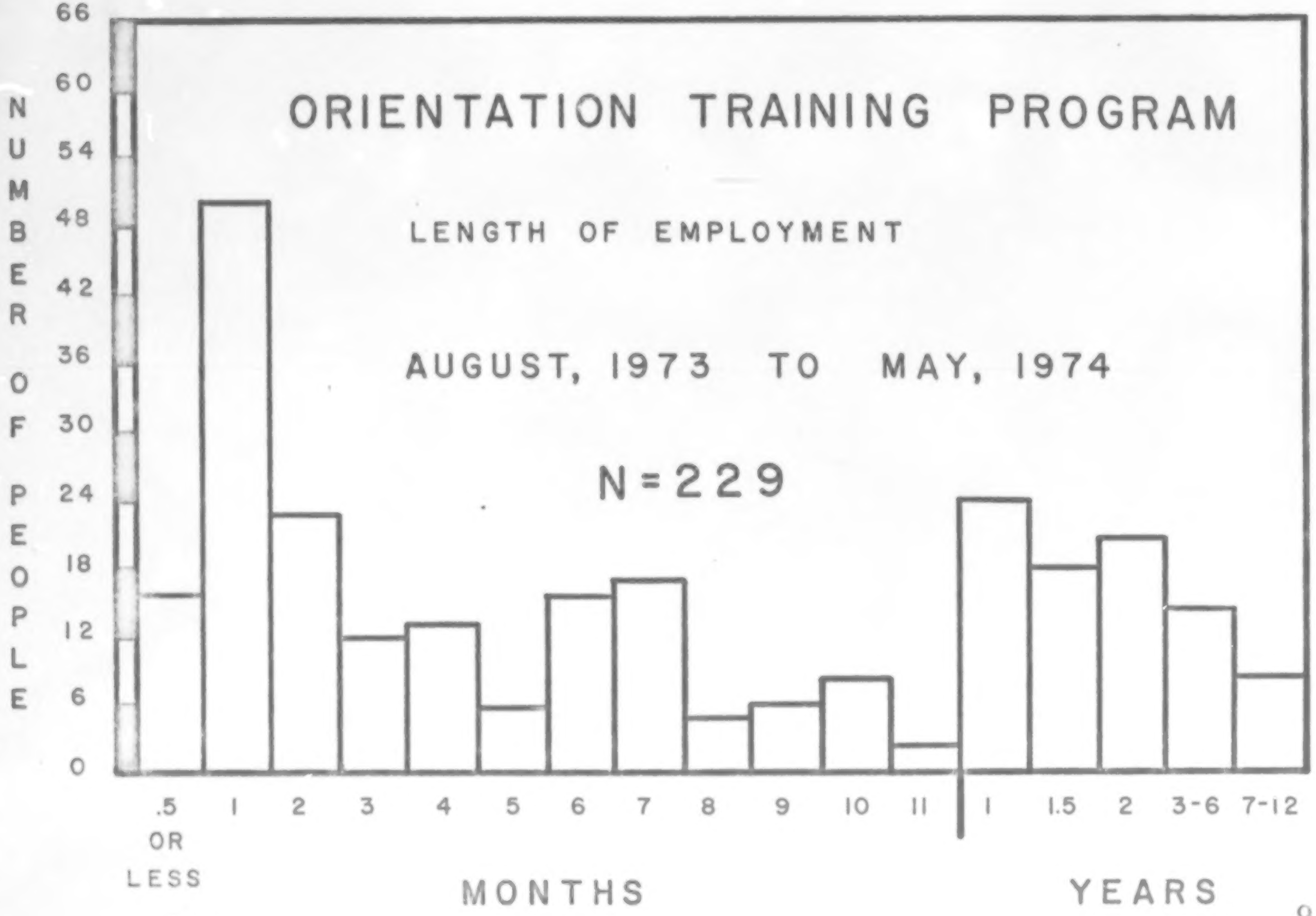
*p <.05; **p <.01; ***p <.001.

JOB SATISFACTION: NON-CORRECTIONAL OFFICERS
(MINNESOTA SATISFACTION QUESTIONNAIRE)

N = 64
df = 63

MSQ Scale Name	Non-Correctional Officers Mean Score (Range = 5-25)	(N = 380) Employed Non-Disabled (Mean Score)	(t-value)	(N = 166) Social Workers (Mean Score)	(t-value)
1. Social Services	17.69	20.5	- 5.48***	22.0	- 8.51***
2. Creativity	15.81	19.3	- 6.93***	18.8	- 5.95***
3. Moral Values	17.14	21.4	- 9.04***	21.2	- 8.69***
4. Independence	16.64	19.6	- 6.92***	18.9	- 5.38***
5. Variety	16.34	20.0	- 7.58***	19.1	- 5.77***
6. Authority	15.18	18.5	-10.22***	17.2	- 6.23***
7. Ability Utilization	15.38	19.8	- 7.59***	19.6	- 7.29***
8. Social Status	15.01	18.0	- 8.33***	17.6	- 7.27***
9. Company Policies & Practices	13.08	18.6	-10.80***	18.2	-10.00***
10. Supervision: Human Relations	16.28	18.8	- 4.68***	18.8	- 4.79***
11. Security	14.92	20.3	- 9.87***	20.6	-10.44***
12. Compensation	12.00	18.7	-12.06***	19.0	-12.79***
13. Work Conditions	15.75	19.1	- 6.99***	18.2	- 5.07***
14. Advancement	13.27	16.8	- 6.40***	17.4	- 7.55***
15. Supervision - Technical	15.93	18.9	- 5.72***	18.8	- 5.52***
16. Co-Workers	16.34	20.4	- 9.04***	19.9	- 7.55***
17. Responsibility	16.55	19.8	- 8.03***	19.5	- 7.26***
18. Recognition	15.42	18.8	- 6.64***	18.5	- 6.12***
19. Achievement	16.88	20.6	- 8.19***	19.8	- 6.35***
20. Activity	17.02	20.8	- 8.57***	19.9	- 6.54***
	(Range = 5-100)				
21. General Satisfaction	62.45	77.9	-11.08***	77.2	-10.61***

*p <.05; **p <.01; ***p <.001.



ORIENTATION TRAINING PROGRAM

LENGTH OF EMPLOYMENT

AUGUST, 1973 TO MAY, 1974

N=229

MISCELLANEOUS PSYCHOMETRIC RESULTS

ORIENTATION TRAINING PROGRAM

Test Results and Discussion: Tennessee Self Concept; Rokeach Dogmatism Scale

The Tennessee Self-Concept and Rokeach Dogmatism Scale were included in the initial research design for the Training Evaluation.

Although some preliminary testing was conducted utilizing these instruments, the results were questionable and the purposes for which these tests were included were considered unrealistic.

The Tennessee Self-Concept is a 100-item test which ostensibly measures ten dimensions of self-concept. Psychometric analysis has shown in some cases that the ten independent dimensions factor out to two general constructs ("how good do you feel about yourself") and don't really measure what they allege.

The results for pre-testing showed no significant differences between correctional officers and non-correctional officers (t = .77, df = 166, p = n.s.). Some additional testing was conducted, but it was felt that the premise that a three-week training program would significantly change "self-concept" was untenable -- not only because of the lack of time and intensity for changing such a global dimension, but even if there were positive shifts, too many intervening factors could account for the differences to causally attribute them to the Orientation Training Program. Then, too, if these differences were revealed it would be extremely difficult to interpret just what they mean.

The Rokeach Scale measures dogmatism and is loaded with socio-political content. It is a self-rated inventory which is a purer measure of authoritarianism and dogmatism. The dogmatism scores showed no pre- to post-test differences and subsequently was dropped from the battery.

The Tennessee was also dropped after preliminary analyses because it tended to engender much hostility on the part of the employees taking the inventory. As a general result, it was felt any benefits possible were offset by the hostile response of the participants towards the test-taking session for the Tennessee.

Recommendations for these inventories were primarily centered around their replacement. Given the limited time and opportunity for testing, it is felt that this can better be utilized with other instruments.

JOB PERFORMANCE RATINGS:

CORRECTIONAL OFFICERS

Job Performance Ratings: Correctional Officers

It was felt that for purposes of this research job performance ratings should be collected on all correctional officers. To this end, the literature with regards to law enforcement rating forms was reviewed. Although there were many existant rating forms, most had similar limitations in terms of their format; they asked for attitudinal "constructs" or for very subjective and non-behavioral judgments (e.g., "Is this person cooperative, friendly, helpful," etc.). These types of general terms mean different things to each respondent and tend to increase the variability among raters.

Because of this problem with ill-defined measures and excessive subjectivity, various types of behavioral ratings were considered. Such a rating would entail some concrete behavior an officer exhibits which he could be rated on as opposed to a value judgment about his "attitude". Examples would be "Is he punctual to work?" or "Does he drive carefully?". Although no specific behavioral rating form for correctional personnel was found, a rating for campus police officers (Kissiah, 1973) was felt to have merit. Kissiah developed a 27-item behavioral rating form utilizing the Delphi technique (Helmer, 1966). This essentially asks acknowledged experts in a specific field to list all the important skills necessary for successful performance and then to rank order them. These results are tabulated for a group and the experts receive the results of the tabulation and further revise their lists. Factor analysis of the rating form is then performed and the best items selected for validation on the target group to be rated.

Kissiah's 27-item rating form for assessing campus police performance was expanded and modified into a 44-item questionnaire, the first 43 items relating to job behaviors of correctional officers and the last item asking for an overall job rating of each officer. All of the items were on a five-point Likert-type scale and responses ranged from zero (does not exhibit this behavior at all) to four (consistently exhibits this behavior).

All correctional officers filled out this rating form on themselves as they attended the Orientation Training Program. In addition, while they were here they specified their two most immediate supervisors who, in turn, were requested to complete ratings on each of these men. Cover letters were sent requesting support for this endeavor through the Commissioner and the Deputy Commissioner for each region. The responses received back at the Staff Development Center were encouraging. Almost all the rating forms requested from each institution were returned with Georgia State Prison being the only institution which returned one form only.

The self-rating form was subjected to factor analysis, and yielded a reliability coefficient of .995 (N = 120). Varimax rotation of the factor matrix yielded two primary factors accounting for 82% and 2.5% of the variance respectively. Factor 1 was entitled "General Job Responsibilities" and Factor 2 was labeled "Communications Facilitation". These factors were labeled on the basis of the items within the scale which correlated .80 or above with the factor. Factor 1 had three such items (Numbers 1, 3 and 33). They were as follows:

1. Uses authority and position only within limits of the job.

3. Takes reasonable care of departmental equipment.

33. Is consistent in his performance.

Because these items seemed to relate to a knowledge of job requirements and a concern for performance within the limits of the job, this factor was called "General Job Responsibilities."

The second factor was also named for those items which correlated highest (.80 or above) with the general factor. These were as follows:

27. Able to relate well to offenders.

35. Has good verbal skills.

42. Offers suggestions to improve things.

It was felt that these three items most significantly refer to some communications dimension or verbal interaction and ability to relate to offenders, as well as an initiating dimension -- "offers suggestions to improve things." This too is indicative of communications facilitation on a subordinate-to-supervisor level.

Reliabilities were also computed for the supervisors ratings and, although they were high (.998) and commonality between supervisors was adequate ($\underline{r} = .47$, $\underline{n} = 83$, $\underline{p} < .001$), correlations between self and supervisor ratings were negligible ($\underline{r}$ = .068, $\underline{n}$ = 74, $\underline{p}$ = n.s.).

Discussion: Job Performance Ratings

The preliminary results for this particular rating form are very encouraging. The reliabilities are very high, and the form seems to be rated in one consistent manner by correctional officers.

The largest discrepancy is in the differences between self-ratings and supervisor-ratings. Apparently, correctional officers see themselves one consistent way and their supervisors in another. There are several possible explanations to account for the lack of convergence between self- and supervisor-ratings.

First, the two most immediate supervisors each correctional officer was asked to list may not have been the most appropriate. As newer employees, some of the OTP participants would have been assigned to a training officer or orientation supervisor in the institution. By the time the ratings were to be filled out they may have traded supervisors as they assumed operational correctional officer status. In addition, many of the correctional officers indicated they had only one primary supervisor and listed, as the secondary supervisor, the assistant warden or some other officer who may not have been knowledgeable about the officer he was asked to rate.

Variability among supervisors was great as well. There seemed to be a "halo" effect in the supervisor ratings, as revealed by data analyses. It appears that if the supervisor likes one thing about the ratee, he rates him highly overall and vice versa.

The procedures for filling the rating forms out were not controlled in any way for the supervisors. These forms were sent out, disseminated, and returned via mail to the Staff Development Center. There were no controls on how these forms were filled out, whether or not supervisors completed them together (rater contamination), or how cooperation was engendered by the institutional staff.

One additional possibility may be simply that, as a group, newer employees are very different in attitudes, job orientation, and value structures than their supervisors. They tend to be younger, more progressive in terms of trying out new ideas, and more receptive to change in the institutions in many cases. These differences, as stated by the trainees themselves during the OTP, may have accounted for the discrepancy between ratings.

Lastly, many institutional differences exist and this could account for increased variability among supervisors. It would appear that this rating form has face validity and high reliabilities. The procedures for supervisor ratings needs to be considered more and the addition of peer rating would probably be ideal.

In short, although the ratings are high, there does need to be an additional criteria of on-the-job performance against which to rate and validate this form. There are several options for these and this set of suggestions will be found in the recommendations section.

The rating form itself factors out into two primary dimensions. The security-related dimension (the primary one) tends to reflect job responsibilities. There is, however, a significant secondary factor related to communications and the ability of an officer to relate to offenders and (apparently) supervisors as well. This certainly has implications for the structure of training but is encouraging in view of the content of the current training program. Further research needs to be conducted but it would appear that some communications which is offender and supervisor related should be contained within the Orientation Training Curricula. As to the appropriateness of the model and whether or not the current Carkhuff training is fulfilling that need is another question.

APPENDIX E

Department of Corrections / Offender Rehabilitation

STATE OF GEORGIA
1776

Jimmy Carter
Governor

Allen L. Ault, Ed. D.
Commissioner

June 20, 1974

MEMORANDUM

TO: [ ]
Regional Deputy Commissioner

FROM: Allen L. Ault, Ed.D.
Commissioner

RE: Supervisory Ratings

At present, the Staff Development Center is conducting a follow-up evaluation of Departmental personnel who have completed orientation training this past year. The evaluation centers around information and performance measures obtained while employees went through the Orientation Training Program in Athens, and supervisors' ratings of employees performance on the job is a very necessary part of the evaluation.

I am therefore requesting your cooperation and that of your Superintendents and Wardens at the Institutions located in your region. It would greatly facilitate the processing and return of the surveys if you would initial the attached memo which has been prepared, and return it to Mr. William E. Baughman, Director of Research (return envelope enclosed). Upon receipt, Mr. Baughman will include a copy of it with the appropriate rating forms and forward them to the Institutional Superintendents and Wardens of your region. The Superintendents and Wardens would, upon receipt, disseminate the actual rating forms to the supervisory personnel involved.

I know you are concerned with the quality of employee, and in-service training to maximize effective functioning, as well as determining variables relevant to performance of Correctional Officers' duties. The evaluation data will be analyzed and compiled and will contribute to a more viable and reactive training program. I sincerely appreciate your cooperation in helping to conduct a meaningful and quality evaluation program.

ALA/WEB/mmv

Enclosures

Department of Corrections / Offender Rehabilitation

1776

Jimmy Carter
Governor

Allen L. Ault, Ed. D.
Commissioner

MEMORANDUM

TO: [Respective Warden]

FROM: [Regional Deputy Commissioner]

RE: Completion of Supervisor Rating Forms

Dr. Allen L. Ault has requested cooperation from each of the Institutions in this Region in order to conduct a follow-up evaluation of Correctional Officers who have completed the Orientation Training Program at the Staff Development Center in Athens, Georgia.

Specifically, in terms of a quality evaluation, it is necessary to obtain performance ratings on Correctional Officers working in each of the Institutions who have completed orientation training. The ratings of each of the respective supervisors will be utilized in conjunction with performance measures, test scores, and other information to assess the effectivness of the training program, and to determine some of the factors relating to performance of security personnel. Hopefully, this will contribute to a more effective system for determining the quality of Correctional Officers, and variables related to their effective functioning.

I am, therefore, asking for your cooperation in distributing the rating forms among those individuals responsible for supervision of OTP graduates working at your Institution. In the packet you will note two (2) rating forms per OTP graduate, with supervisors' names paper clipped at the top. Supervisors' names were recorded at the time the officer was in the OTP program in Athens. In some cases, supervisors may have changed, so it would be necessary to identify the OTP graduates' two most immediate supervisors and have those individuals fill out the rating forms. In other cases, employees may have terminated, and if this has in fact occurred then this information would only need to be noted at the top of the rating forms. Included in the packet are prepaid return addressed envelopes, so that as the supervisors complete the rating form on the OTP graduate they can simply drop it in the mail.

I know you are concerned about the quality of employees hired as Correctional Officers, and the relevance of in-service training. The results of these evaluations may provide some answers. When the data are analyzed, access to the general findings will be made known to the staff at each of the Institutions, but no specific individual's performance will be provided.

I sincerely appreciate your help in this endeavor, and I know I can rely upon you to see it is carried out at your Institution properly, and that all forms are returned no later than July 10, 1974.

/nmv

Enclosures

JOB PERFORMANCE RATING FORM ITEMS

1. Uses authority and position only within limits of the job.
2. Uses force only when absolutely necessary.
3. Takes reasonable care of department equipment.
4. Is accepting of changes in methods and procedures.
5. Exhibits effort beyond basic requirements of job.
6. Exercises good judgment in supervising offenders.
7. Sizes up emergency situations quickly.
8. Considers alternatives and responds with correct procedure.
9. Exhibits patience with others.
10. Exhibits honesty and ethical practice in all contacts.
11. Can explain the reasons behind procedures used.
12. Loyal to department and administration.
13. Voices no overt racial or ethnic bias.
14. Rational and logical; easy to communicate with.
15. Accepts and acts on constructive criticism.
16. Acts on his own initiative; doesn't have to be told always.
17. Can be depended on to do what he is asked to do.
18. Works well individually without direct supervision.
19. Has good posture.
20. Demonstrates good ability in handling trouble.
21. Exhibits personal courage in dangerous situations.
22. Demonstrates good driving habits.
23. Keeps self in good physical condition.
24. Shows respect for other officers.

25. Drives safely in emergency as well as normal situations.

26. Good observation habits; detects unusual conditions.

27. Able to relate well to offenders.

28. Offenders respond well to his communications.

29. Is able to handle complex tasks.

30. Is thorough in his work.

31. Pays attention to details in his working area.

32. Quality of work generally meets institutional standards.

33. Is consistent in his performance.

34. Has no difficulty with fellow officers.

35. Has good verbal skills.

36. Has confidence in his abilities.

37. Assumes responsibility for new tasks.

38. Is relaxed.

39. Handles problems with little frustration.

40. Can work well under pressure,

41. Is punctual to work.

42. Offers suggestions to improve things.

43. Is helpful to others.

SELF-RATING FORM
CORRECTIONAL OFFICERS
(RANGE = 0-4)

N = 159

Item Number	Mean	Standard Deviation
1	2.70	1.69
2	2.79	1.74
3	2.83	1.70
4	2.36	1.54
5	2.20	1.59
6	2.55	1.58
7	2.43	1.56
8	2.36	1.51
9	2.36	1.52
10	2.61	1.64
11	2.32	1.60
12	2.70	1.64
13	1.88	1.66
14	2.40	1.58
15	2.35	1.63
16	2.31	1.55
17	2.85	1.75
18	2.68	1.63
19	2.12	1.47
20	2.38	1.57
21	2.33	1.56
22	2.54	1.64
23	2.22	1.57
24	2.75	1.68
25	2.60	1.66
26	2.39	1.54
27	2.30	1.55
28	2.20	1.43
29	2.26	1.42
30	2.60	1.60
31	2.79	1.73
32	2.68	1.63
33	2.66	1.64
34	2.09	1.65
35	2.23	1.51
36	2.62	1.65
37	2.60	1.61
38	2.25	1.52
39	2.29	1.49
40	2.41	1.56
41	2.55	1.70
42	2.21	1.54
43	2.36	1.61

SELF-RATING FORM: CORRECTIONAL OFFICERS

VARIMAX ROTATED FACTOR MATRIX

Item Number	Factor 1 General Job Responsibilities (82% of variance)	Factor 2 Communications Facilitation (2.5% of variance)
1	0.81	0.45
2	0.76	0.51
3	0.84	0.47
4	0.74	0.50
5	0.47	0.68
6	0.75	0.55
7	0.75	0.50
8	0.71	0.60
9	0.73	0.53
10	0.78	0.53
11	0.47	0.75
12	0.77	0.54
13	0.60	0.33
14	0.75	0.48
15	0.65	0.54
16	0.73	0.49
17	0.58	0.75
18	0.75	0.58
19	0.53	0.70
20	0.69	0.60
21	0.59	0.70
22	0.71	0.58
23	0.68	0.52
24	0.78	0.56
25	0.58	0.74
26	0.73	0.59
27	0.47	0.81
28	0.69	0.64
29	0.73	0.61
30	0.79	0.55
31	0.56	0.79
32	0.77	0.58
33	0.83	0.50
34	0.59	0.46
35	0.49	0.80
36	0.78	0.54
37	0.73	0.62
38	0.70	0.56
39	0.56	0.75
40	0.72	0.59
41	0.76	0.47
42	0.43	0.83
43	0.71	0.50

ORIENTATION TRAINING PROGRAM
PARTICIPANT EVALUATIONS
FEEDBACK AND RESULTS

Feedback and Results: Trainee Evaluation

At the conclusion of each week of the Orientation Training Program, an OTP Evaluation Questionnaire is administered. This questionnaire asks trainees to rate the various course offerings in the program during the week as well as critiquing OTP content, structure, and format.

These results are tabulated and filed on each class completing the OTP. After compilation of these results, they are distributed to all the staff at the Training Academy as well as the Regional Training Officers.

Enclosed in the following tables are the current results from July of 1973 to date. It must be remembered that this form has many limitations and that most trainees do not write an excessive critique.

In addition, in the section entitled "those subjects considered most valuable" and "least valuable", the totals reflect only those items specifically filled out in the form. Additional positive comments, unless they stipulated that course block as being the most valuable, would not be recorded in this section.

One additional note on these results: First Aid, Parole Procedures, Probation Process, and Introduction to the Mentally Retarded Offender will all have low totals. These blocks have been taught for only a relatively short time and are not comparable with the other offerings. Security week totals are also low as completed questionnaires are seldom returned as opposed to individual critiques.

APPENDIX F

OTP - EVALUATION SUMMARIES

SEPTEMBER 10, 1973 - NOVEMBER 22, 1974

PART 1:

TOTALS:

151	I HOPE WE CAN HAVE ANOTHER ONE IN THE NEAR FUTURE.
260	I THINK IT SERVED ITS PURPOSE.
58	IT WAS TOO GENERAL.
147	IT WAS WELL PLANNED.
170	IT PROVIDED THE KIND OF EXPERIENCE THAT I CAN APPLY TO MY OWN SITUATION.
3	IT WAS A COMPLETE WASTE OF TIME.
54	IT WAS FAIR.
258	IT HELPED ME PERSONALLY.
77	IT WAS NOT EXACTLY WHAT I NEEDED.
18	I LEAVE DISSATISFIED.
19	IT DIDN'T HOLD MY INTEREST.
23	EXACTLY WHAT I NEEDED.
184	IT SOLVED SOME PROBLEMS FOR ME.
9	I AM NOT TAKING ANY NEW IDEAS AWAY.
66	I WAS MILDLY DISAPPOINTED.

PART II:

	VERY SATISFIED	SATISFIED	MODERATELY SATISFIED	NOT VERY SATISFIED	DIS-SATISFIED
THE ORGANIZATIONAL DETAILS OF THE PROGRAM	121	271	106	42	7
CHOICE OF SUBJECT MATTER	104	239	141	44	7
YOUR OPPORTUNITY TO PARTICIPATE	180	211	134	8	-
OVERALL PROGRAM	142	253	106	29	7

PART III:

TOTALS:

318 IT DEALT WITH MY MAIN INTERESTS IN AN UNDERSTANDABLE AND INTERESTING WAY.

199 I UNDERSTAND ALMOST EVERYTHING, BUT THE COURSE MISSED MY MAIN INTERESTS.

45 TOO BASIC -- FEW, IF ANY, NEW IDEAS.

81 IT WAS DIFFICULT TO RELATE THIS MATERIAL TO MY SPECIFIC JOB.

PART V: SUBJECTS CONSIDERED MOST BENEFICIAL

SUBJECT TITLE:	NUMBER OF TIMES MENTIONED:
GOALS AND OBJECTIVES OF THE DEPARTMENT	2
CLASSIFICATION PROCESS	---
CRIMINAL JUSTICE SYSTEM	41
RIGHTS OF THE OFFENDER/POLICE POWERS	19
FIRST AID	31
INTRODUCTION TO HUMAN BEHAVIOR	12
DRUG ABUSE	63
INSTITUTIONS AND THEIR PURPOSES	7
PAROLE PROCEDURES	2
PROBATION PROCESS	3
DEPARTMENTAL TREATMENT PROGRAMS	20
PERSONNEL PROCEDURES	2
COMMUNICATION SKILLS	152
GROUP DECISION PROCESS	17
MENTAL RETARDATION	32
BEHAVIOR MODIFICATION	55

PART V: (CONTINUED)

SUBJECT TITLE:	NUMBER OF TIMES MENTIONED:
DEFENSE TACTICS	9
OPENING EXERCISE & TEAM CONCEPT	---
CONTRABAND I.D. & CONTROL	1
INSTITUTIONAL REPORT WRITING	2
FIREARMS TRAINING	5
RIOTS - DISTURBANCE & PLANNING	---
RIOT CONTROL - WEAPONS & TECHNIQUES	---
SUPERVISION TECHNIQUES	---
EMERGENCY PROCEDURES	1
KEY & EQUIPMENT CONTROL	---
COUNTING PROCEDURES	---
ALL SUBJECTS WERE BENEFICIAL	46
OVERALL SECURITY WEEK	18

PART VI: SUBJECTS CONSIDERED LEAST BENEFICIAL

SUBJECT TITLE:	NUMBER OF TIMES MENTIONED:
GOALS AND OBJECTIVES OF THE DEPARTMENT	6
CLASSIFICATION PROCESS	9
CRIMINAL JUSTICE SYSTEM	10
RIGHTS OF THE OFFENDER/POLICE POWERS	---
FIRST AID	21
INTRODUCTION TO HUMAN BEHAVIOR	16
DRUG ABUSE	15
INSTITUTIONS AND THEIR PURPOSES	4
PAROLE PROCEDURES	20
PROBATION PROCESS	5
DEPARTMENTAL TREATMENT PROGRAMS	10
PERSONNEL PROCEDURES	58
COMMUNICATION SKILLS	41
GROUP DECISION PROCESS	6
MENTAL RETARDATION	5
BEHAVIOR MODIFICATION	18

PART VI: (CONTINUED)

SUBJECT TITLE:	NUMBER OF TIMES MENTIONED:
DEFENSE TACTICS	1
OPENING EXERCISE & TEAM CONCEPT	1
CONTRABAND I.D. & CONTROL	---
INSTITUTIONAL REPORT WRITING	1
FIREARMS TRAINING	---
RIOTS - DISTURBANCE & PLANNING	---
RIOT CONTROL - WEAPONS & TECHNIQUES	---
SUPERVISION TECHNIQUES	---
EMERGENCY PROCEDURES	---
KEY & EQUIPMENT CONTROL	---
COUNTING PROCEDURES	---
ALL SUBJECTS WERE NOT BENEFICIAL	1
OVERALL SECURITY WEEK	---

RANDOMLY SELECTED
ORIENTATION TRAINING PROGRAM
EVALUATION SUMMARIES

OTP 7: (October 8 - November 2, 1973)

Part IV. Specific problems or needs:

Child support, reduced case loads, supervision of problem cases; volunteer programs; more on work release, family planning and control; need for individualized probation/parole conditions to meet the needs of the probationers and/or parolees; counseling techniques need to be stressed; inmate counseling; location of all state correctional institutions; length of time for inmate; security; personnel procedures, explanation was poor; less lecturing/more role-playing situations through group participation; how to sell yourself -- objective point of view in giving advice or alternate course of actions; how to apply on-the-job emphasis on institution; more training on CO's type of work; detailed job skills -- more 1-to-1 interviews or contracts; parole board policies and procedures and techniques in counseling; show more training films; problems of investigation.

Part VII. Specific reactions or comments:

Enjoyed classes; open discussion; loose organization; liked the program; fulfilled my needs; the most workable element of OTP is the convention aspect, bringing together many different ideas to the participants; very good and interesting; well conducted; all instructors should realize that in theory all they say is good, but in practice we know otherwise; a waste of time for my particular position; poorly organized schedule -- many speakers starded late and finished early; need more training like this; CO's need at least two weeks of training like this; could be condensed into one week course; need more on security.

OTP 12: (January 14 - February 12, 1974)

Part IV. Specific problems or needs:

Course often failed to relate exact duties of a correctional caseworker; the course missed the practicality of my situation by delineating off on a tangent; program dealt with probation officers more than C.O.'s; was very beneficial to me -- I hope that I have learned something that I can employ some of the techniques; how to deal with police (or other personnel) who resent probation/parole; morals; coping with the system; how to be firm but understanding with clients effectively; officer's feelings; act on the job experience as related to subject matter; knowledge of forms; list of resources that are available in my community and throughout the state; suggestions on how we might do pre-paroles and social betterment; how to deal with mentally retarded offender; how to do better marital counseling; how to better classify offenders as to supervision needs; classification of job descriptions; instruction on forms relating to position; exact duties to the letter; monthly reports.

Part VII. Specific reactions or comments:

The program did not necessarily fulfill everyone's needs but it does have a great potential if developed right to do so; I would suggest a bit more basic structure at the beginning of each class, then if tangents are valid, "let 'em go!";program served its purpose -- future classes should all have identical four-week training program assignments; I like the idea of having workshops such as this so we can stay current on new ideas; I also like talking to the other supervisors and seeing how they manage their problems; I think that correctional officers and supervisors should be separated during most of the orientation because the problems that the two groups have are different; was highly helpful to me in that it gave me help in the total work; for the most part, all subjects were helpful; total four weeks were very helpful to me; with more specialization and presentation this could be a beneficial program to new employees, however, it is totally useless to an experienced supervisor; good program, not as dynamic as I expected.

OTP 13: (January 28 - February 22, 1974)

Part IV. Specific problems or needs:

Have a security officer to relate the program to security; record keeping; do not make conservative use of my time, not sure I have enough experience to help those who need it; do not have an overall picture of my job -- would like to talk with others in similar jobs and compare duties; who to go to get information; how to explain complicated situations to families; how to get through the system to help someone out of district; better communications between the different departments; good program overall and should remain as is.

Part VII. Specific reactions or comments.

Enjoyed the program and learned a lot; program was too general; feel that a workshop consisting of only people involved in the same program I'm in could be of greater benefit; first week was great and one gets a good feeling of doing a better job; second week was slow, boring, and could not stay interested; communications too drawn out; program gives good overall presentation; I learned about how things were in other departments; I wish we could have more on practical applicable skills in each person's situation; it was most beneficial to participate in group discussion; it helped me relate ideas of others in the group; would like to see a follow-up of what we have learned here after we have had a chance to use the skills on our jobs; most programs have been very beneficial.

OTP 15: (February 25 - March 22, 1974)

Part IV. Specific problems or needs:

Workshops for my specific program regarding: policies for carrying out the program; more information regarding: individual institutions and their specific treatment programs; need for employees to be made aware of our program and make referrals; communication between counselor, parole and C.O.; leadership of person over you; more job training -- need to know more what to do; communications with other programs; getting in touch with community resources; dealing with other professionals in related services; coping with people or institution that prevent the carrying out of your job; better explanation of the merit system -- its justices and injustices; a need to know if and where funds can be obtained outside of D.O.O.R.; some insight into training or other programs which allow the individuals to move forward in the system; counseling techniques; resource identification; more freedom of action between officers and inmates; shortcuts as to being a successful officer; ideas for structuring drug abuse group sessions; rehabilitative measures; cooperation with the department; how to deal with client on his/her domestic problems; dealing with judges, wardens, county commissioners; generality of program guidelines; learning new and relevant resources within the system; cooperation between the employees; relating to problems better; more behavior modification; marriage counseling; counseling alcholics; bugetary concerns -- how they affect programs, institutions and employees from inception to termination of the program; how to interpret, or diagnose inmates; feelings and actions better; best ways to work with other offices in setting an institutional system on communicating with inmates; I feel all people should be helped even though some are not eligible; I'd like to feel that everyone, regardless of their position in the department should have more input into policies and procedures of the department; changes in policies.

Part VII. Specific session comments:

Enjoyed all the programs; have gone away from the orientation a more open-minded person; also have gained individually from having come in contact with so many different personalities and their relation to the system as a whole; more group discussion; for the most part, the course was a review; classes presented very efficiently without a great deal of feeling and understanding towards students; discussions, films and group participations were great; thought more was accomplished in smaller groups; this training has broadened my capabilities

OTP 15: (continued)

to put myself into other people's problems and to deal with people on this basis; need to give more new ideas in counseling and probation supervisory areas; the entire program was well worth the two weeks I spent here in Athens; my instructors were able and eager to help me with many problems and gave the answers to new problems that could arise; the program was well presented and I appreciate each one of my instructors' help; should have security training prior to our last week.

OTP 20: (May 6 - 31, 1974)

Part IV. Specific problems or needs:

Get more correctional officers through this program early in their employment; need more on human behavior; all people should go through this training; means of communications -- more background on the inmate; need better trained officers; need better pay; better communications between all personnel at local institutions; for all the supervisors to go through this training; more on defense tactics; close working relations between officers; brief knowledge needed on all inmates; riot control.

Part VII. Specific reactions or comments:

I liked the idea of being able to become more familiar with how to go about understanding inmates and having a better idea of how to see what kind of inmate he may really be; very good program; everyone did a good job; program was very interesting; program helped me a lot; I really enjoyed it and I believe it will help us in our work; communications can not be taught in a short period -- it confuses some people; overall, program was good; program is good and should continue with needed improvement and planning; an interesting and good learning session; the program greatly helped my knowledge of how an institution is operated and also gave me some ideas I can apply to my job; I have really enjoyed these past four weeks of training, and I believe as I have said earlier I'll be taking some new ideas home and maybe a different way of doing things; I hope I can apply what I think will be best for the institution and myself for the benefit of all.

OTP 3: (August 12 - September 20, 1974)

Part IV. Specific problems or needs:

Communications with certain officers and other staff dealing with inmates on an eye-to-eye level; more human behavior, communications and drug abuse; showing concern for parolee without fostering dependency; better knowledge of court systems -- criminal justice system should be expanded to include minimum/maximum sentences for various felonies and misdemeanors; need a better understanding of juvenile court procedures; welfare requirements and administration; motivation of inmates; being helpful to inmates without being considered or actually being used; more formal contact with inmates; more on police powers and first aid; logic and reasoning for certain paper work that must be done; format for programs that may be used in supervision; fact-to-face confrontal with actual inmates; a course in human resources and certain federally funded and state funded projects that can meet the needs of offenders; most of the situations I face could not be adequately simulated in a setting such as this -- I deal with P.S.I., socials, delinquency reports, etc.; community resources; counseling, public relations; I need more courses on discussion; most information is nice to know, but not needed in my case; a person cannot relate some of this material to himself; things that should expect out of inmates; good, but you're dealing with inmates was not expressed enough; improve relationships between officers and inmate counselor; improve attitudes of older CO's who refuse to accept new ideas; inmate motivation other than reinforcement; public relations; community resources; department resources; entertainment at night; have some separate classes for CO's and social workers on some subjects; how to deal with inmates; more on crime; behavior of CO's toward correcting inmates; how to make proper confrontation; how to analyze problems of inmates; would like to see a comparison of Georgia's parole/probation time spent on specific communications with offenders; real confrontation with inmates; establish a program to help deal with probationers; more rules and regulations, drug abuse, probation and parole; cooperation between the judicial system and the law enforcement agencies; volunteer programs in corrections; P.S.I.'s duties; need two weeks of security and one week of human relations; it was helpful to me as a parole officer; to better understand the views of a parolee; the staff and class, except Marion and Sgt. Broome, failed to realize that most CO's do not have time to counsel inmates; I'm not going to be able to use all of this on the job -- I'm not allowed to; it pointed out some vital things in dealing with inmates; too many inmates assigned to me on outside work detail -- 16 in some cases; could actually get more work done with less men, as I wouldn't be tied down; security cannot be made to include a parole supervisor's needs, except a better understanding of prison life and inmates; lack of time -- officers have to relate security for personnel involved; the failure of the outside society to understand handling inmates; inmates' problems; relating with assignments; security -- bull-headed officers; racial problems, biases of staff; pay of CO's; better communication with all employees; better job descriptions; search procedures and training more in hand combat and riot situations -- equipment; trying to get all officers to follow one procedure; getting the opportunity to apply myself at one assignment; getting rid of favorites at the institution; officer and inmate -- shortage of personnel; not having enough training.

Part VII. Specific reactions or comments:

I would like to see every man and woman here have a better understanding of all the jobs in dealing with inmates and their problems; good program; examples be given as to how things learned fit into situations we may later find ourselves; more time and get more involved; suggest to see if any value is gained from the school after a substantial working period; more detailed course; in come classes, we were not given any specific direction to go in -- they were not planned with certain objectives in mind; believed it to be greatly worthwhile -- now I understand some of the things that used to puzzle me; in other words, I now feel I know "what is going on," and can help to some extent in obtaining these objectives; the program covered a lot of ground; everyone should go through the program; class should be better planned; more time spent on subjects; I think it was good for the supervisors to be in the class with the CO's to see what a majority of them are like; all CO's should have this security training; at least two days on the firing range.

OTP 5: (September 30 - October 4, 1975)

Part IV. Specific problems or needs:

More help with communications as to next steps (i.e., T.A. training); assistance in reading and interpreting; inmate record files; legal understanding of types of crimes; change the offender; communicating better with CO's; a need for all staff and CO's to understand each other's responsibilities; all staff needs more training in security; how to cope with a large caseload; more explanations of way to help offenders; discussion of different agencies of the department; more details on how to describe drugs; more of defense tactics; pay rate, promotion status; more discussion on available CBS; greater emphasis on a united rehabilitation program; more emphasis on investigation techniques (probation/parole, etc.); initial contract methods for meeting new families as a strange caseworker; better coodination between goals, for inmates, for CO's and other treatment people; officers should be able to help the inmate more; officers should not be told not to talk to the inmates; more security; getting these ideas in fellow officer's mind; have training conferences occasionally in the institutions; security in the hospital; improving working relationships between supervisors; giving a better insight to our institutional administration; more training; opportunities with department; introduction to policies and procedures of institutions (jobs); officers and shifts not working together as they should; for other CO's to have same experience here; all CO's need to have some interest in inmates; more pay, less inmates and noise; more of skills in counseling; current trends in corrections of rehabilitation; exploration of various counseling techniques; group counseling; family counseling.

Part VII. Specific reactions or comments:

A good week -- the content was on target; the spirit of the team was good; motivation to go back and apply it is high; great time of the year to be here; perhaps a feedback method at the end of the first week; good program; course was informative on matter that was covered, but was too repetitive in some areas; divide CO's and probation/parole; the communications program was too drawn out; try to cover too much material in too short a time; CO's should be separated from other officers; I suggest that more emphasis be put on trying to help those persons who are sincerely interested in furthering their education in undergraduate level in the department; Carkhuff program was good, but a little long-winded; it was beneficial, because we worked in groups; overall, I feel that OTP was an enriching and personally satisfying experience. The interaction

OTP 5: (continued)

with institutional personnel was especially rewarding; there are weaknesses in the program to be sure -- the section on criminal law was too sketchy; the time spent on employee benefits was inadequate and inaccurate; I especially enjoyed the retarded offender block and the retardation center visit and feel that sessions of this nature would be beneficial; additionally, I hope the communications skills class will not only be maintained, but expanded; the quality of instruction seemed to be very good.

OTP 8: (November 18 - 22, 1974)

Part IV. Specific problems or needs:

It was good but security week should be better; the communications skills should have been broken down into several areas in addition to Carkhuff -- other ideas; stress more to new officers the need to hold self pride and not get too involved with the offenders as it could cause a mishap; correctional officers' rights; counseling training for CO's; outside workshops; assign areas to work; make inmate in segregation work; effective communications for institution consistency; need more time on firing range; I personally enjoyed the program and would like to come back again; relationship of younger officers to older officers; methods of inducing upper echelon personnel to study new suggestions; unifying each department falling in broader department for Corrections (parole counselors, security, etc.); duties of the correctional officer in a community-based program; continued training on updated corrections laws, as they apply to myself and fellow workers; rights of CO's compared to rights of inmate; ways of advancement; rules and regulations better defined; not enough officers to handle inmates; purpose of research in the correctional setting; more behavior modification; additional ways of helping; more details about mental retardation; short description of the institutions; being shifted around -- I'd like to work combined with counselors; more help and money; peer pressure promotion problems; more time to counsel inmates; retarded offender -- need more information -- overall, good class; counseling ideas; treatment programs; communications skills; advice to divide time between responsibilities; team work; over population; more counseling ideas; rules and regulations; more on corrections; more emphasis on community-based services; more emphasis on feelings of offender; other types of counseling; more emphasis on initiating and problem-solving; more information regarding community service organization which can be utilized for my clients; consistency, obstacles and modification of administration; parole supervisors need to qualify with pistol in order to legally carry a weapon on the job; anyway to do this in first and second week; maybe even a little on handling arrests and prisoners; the Carkhuff technique was introduced, but due to insufficient instructions I would not use this method for fear of misunderstanding the end goal; would like to see some new treatment ideas and advanced work; legal information for clients; community-based residential programs -- specific problems; relating to minority groups; patience in waiting for advancement and pay raises; relating to people in other than treatment areas

Part VII. Specific reactions and comments:

It is my hope that a new course should be set up as a re-fresher course; very helpful; overall, good program; have more schools for CO's with advanced credits; Carkhuff's discipline should have been explained before we went into the discussion; the group would have understood his ideas; more emphasis on overall communications skills -- not just Carkhuff; enjoyed the program; good class relations; I think the parts on behavior modification, the mentally retarded offender, and group decisions were well organized.

STAFF RATINGS: ORIENTATION TRAINING PROGRAM

Staff Ratings of OTP Participants

In an effort to provide the trainee with feedback and the regions with useable management information on employees, a trainee evaluation system was designed by the Research Associate.

During the time a trainee is at the Staff Center, he is required to have an interview with a staff "advisor" in order that the staff may better know him individually and so he may express his feelings regarding the training program, the classes, his career objectives, etc. Each staff advisor fills out a form on each of his trainees and these are consolidated at the end of the training program. Taken together with class participation, post-test scores, trainee recommendations, and general involvement with the training program, an Outstanding Trainee for each class plus two runner-ups are selected. This is noted on the trainee's graduation certificate and with a letter to his supervisor and personnel file.*

This particular form of evaluation was chosen for several reasons. First, it was not feasible (after initially exploring possibilities) to do inmate ratings of officers for this evaluation. Although peer recommendations are utilized for selecting the outstanding trainee, a viable peer rating system was too threatening and had too many problems associated with it. It was felt that the best compromise would be to design a staff rating form, conduct individual interviews, and rate each trainee accordingly.

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*Originally, an engraved plaque was awarded, but this procedure had to be eliminated because it was in violation of state law.

Upon completion of the trainee evaluations, a report would be issued to each trainee and his supervisor on the participant's performance.

This initial form was utilized for several months, but due to logistics the system became backlogged in excess of several hundred persons. Feedback from the regions was generally good, however, and this information was viewed as useable.

The system was revised and the form modified by the Research Associate after its initial piloting. Several of the items were deleted or modified, so the training staff could feel more comfortable rating each individual participant. The initial use of the form had revealed several items which could not be adequately observed by the training staff and which were subsequently deleted from the revised form. The coding format was also changed to be more readable by field personnel without affecting research utility. Both the initial form and the subsequent revision may be found in this section (see Appendix G). One significant alteration is that the old rating form required a separate reporting sheet, while the revised form is sent in its entirety to the field offices.

No additional coding of the staff evaluation form has been conducted, so it is impossible to provide research results at this time. However, reliability and validity coefficients will be computed for the new form, and additional validation conducted as needed.

APPENDIX G

[Original Drafted Form]

INDIVIDUAL STAFF EVALUATION FORM: OTP _____

RATER I.D. : ______________________

TRAINEE : ______________________

JOB TITLE : ______________________

PLEASE RATE EACH TRAINEE ON THE FOLLOWING SCALE:

0 = POSSESSES LITTLE OF THIS ATTRIBUTE
1 = POSSESSES SOME OF THIS ATTRIBUTE
2 = NEUTRAL POINT
3 = POSSESSES A FAIR AMOUNT OF THIS ATTRIBUTE
4 = IS WELL ENDOWED WITH THIS ATTRIBUTE

I. ATTITUDES TOWARDS ORIENTATION:

EXHIBITS RECEPTIVITY TO BEING IN THE PROGRAM	0 1 2 3 4
IS OPEN-MINDED AND WILLING TO LEARN	0 1 2 3 4
IS COOPERATIVE AND FRIENDLY IN CLASS	0 1 2 3 4
CONTRIBUTES FREELY AND LEADS GROUP DISCUSSION	0 1 2 3 4

II. ATTITUDES TOWARDS PEERS:

IS ACCEPTING TOWARDS FELLOW EMPLOYEES	0 1 2 3 4
IS TOLERANT TOWARDS OTHER POINTS OF VIEW	0 1 2 3 4
INTERACTS WELL WITH BOTH OFFICERS AND NON-CORRECTIONAL OFFICERS	0 1 2 3 4
HIS/HER FELLOW EMPLOYEES ACCEPT HIM/HER	0 1 2 3 4
DEALS MEANINGFULLY WITH EXPRESSED FEELINGS AND INTERACTIONS IN THE CLASS	0 1 2 3 4

III. Verbal and Communicative Skills:

Is a contributor to group process in class	0 1 2 3 4
Has good verbal skills	0 1 2 3 4

IV. Relationship with Staff:

Interacts well with instructors and staff	0 1 2 3 4
Feels comfortable interacting with staff	0 1 2 3 4

V. Attitudes Toward the Job and Inmates:

Voices no overt racial or ethnic slurs towards inmates	0 1 2 3 4
Seems to accept inmates as human beings	0 1 2 3 4
Professional in his attitude towards his job	0 1 2 3 4
Is motivated to some extent by social service	0 1 2 3 4
Feels he makes a valuable contribution by his job	0 1 2 3 4

VI. Miscellaneous Personal Attributes:

Neatness	0 1 2 3 4
Logical and Organized	0 1 2 3 4
Independent	0 1 2 3 4
Confident	0 1 2 3 4
Leadership ability	0 1 2 3 4
Persistent	0 1 2 3 4

OVERALL, HOW WELL WOULD YOU RATE THIS INDIVIDUAL AS AN EMPLOYEE	0 1 2 3 4
OVERALL, HOW WOULD YOU RATE HIS PARTICIPATION THROUGHOUT THE OTP	0 1 2 3 4

PLEASE RANK THE TRAINEES IN ORDER OF YOUR PREFERENCE:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

[Original Report Form]

Staff Development Center
Department of Offender Rehabilitation
Athens, Georgia

ORIENTATION TRAINING PROGRAM

Individual Trainee Report

____

NAME____JOB TITLE____________________________

LOCATION_____________________________________DATES ATTENDED________________________

PERFORMANCE SCORES: (post-test)

[70% = passing]

Security ________________ (maximum = 19)

Communication __________ (maximum = 10)

Behavior Mod. __________ (maximum = 8)

- -

Overall Class Performance	1 2 3 4 5	Interaction With Staff	1 2 3 4 5
Attitude Toward Orientation	1 2 3 4 5	Leadership Ability	1 2 3 4 5
Interaction With Peers	1 2 3 4 5	Professional Attitude	1 2 3 4 5
Verbal Skills	1 2 3 4 5	Security Skills (C.O.'s)	1 2 3 4 5
Knowledge of Job	1 2 3 4 5	Confidence	1 2 3 4 5

OVERALL TRAINEE RATING: 1 2 3 4 5

MISCELLANEOUS COMMENTS AND RECOMMENDATIONS:

This is not meant to be a comprehensive rating, and is based on the best judgment of the training staff on the basis of interviews, class performance, scores, and observation.

STAFF DEVELOPMENT CENTER

GEORGIA DEPARTMENT OF CORRECTIONS/OFFENDER REHABILITATION

INDIVIDUAL TRAINEE RATING FORM: OTP

CORRECTIONAL OFFICERS

NAME	SEX	AGE
JOB TITLE	HEADQUARTERS	OTP #
DATES ATTENDED	STAFF ADVISOR	CERTIFICATION

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
I. CLASSROOM BEHAVIORS					
Exhibits receptivity to being in the program					
Contributes to group discussion					
Leads group discussion					
Does not disrupt classroom activities					
Is punctual to class					
Indicates general understanding of class comments					
Offers constructive comments					
Exhibits effort beyond basic classroom requirements					

INDIVIDUAL TRAINEE EVALUATION REPORT
CORRECTIONAL OFFICERS

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
II. PEER INTERACTION					
Interacts constructively with fellow participants					
Fellow employees respond well to him					
Is open-minded with peers					
Has no difficulty with fellow participants					
III. STAFF INTERACTION					
Interacts well with instructors and staff					
IV. PERSONAL QUALIFICATIONS					
Is neat in appearance					
Is able to follow instructions					
Is confident of his abilities					
Indicates flexibility and ability to adjust to new situations					
Generally obeys regulations and rules					
Meets minimal physical requirements of job					

INDIVIDUAL TRAINEE EVALUATION REPORT
CORRECTIONAL OFFICERS

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
V. COMMUNICATIONS SKILLS					
HAS GOOD VERBAL SKILLS					
CAN CONVEY IDEAS CLEARLY					
VOICES NO OVERT RACIAL OR ETHNIC BIAS					
SHOWS RESPECT FOR OTHER PARTICIPANTS					
UNDERSTANDS OTHER POINTS OF VIEW					
DEMONSTRATES SENSITIVITY TO OTHER PEOPLE					
VI. SECURITY SKILLS					
DEMONSTRATES COMPETENCE WITH FIREARMS					
IS FAMILIAR WITH AND UNDERSTANDS BASIC SECURITY PROCEDURES					
IS OBSERVANT OF CONDITIONS AROUND HIM					
OVERALL SECURITY RATING					
OVERALL EMPLOYEE EVALUATION					

STAFF DEVELOPMENT CENTER

GEORGIA DEPARTMENT OF CORRECTIONS/OFFENDER REHABILITATION

INDIVIDUAL TRAINEE RATING FORM: OTP

NON-CORRECTIONAL OFFICERS

NAME	SEX	AGE
JOB TITLE	HEADQUARTERS	OTP #
DATES ATTENDED	STAFF ADVISOR	CERTIFICATION

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
I. CLASSROOM BEHAVIORS EXHIBITS RECEPTIVITY TO BEING IN THE PROGRAM					
CONTRIBUTES TO GROUP DISCUSSION					
LEADS GROUP DISCUSSION					
DOES NOT DISRUPT CLASSROOM ACTIVITIES					
IS PUNCTUAL TO CLASS					
INDICATES GENERAL UNDERSTANDING OF CLASS COMMENTS					
OFFERS CONSTRUCTIVE COMMENTS					
EXHIBITS EFFORT BEYOND BASIC CLASSROOM REQUIREMENTS					

INDIVIDUAL TRAINEE EVALUATION REPORT
NON-CORRECTIONAL OFFICERS

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
II. PEER INTERACTION					
INTERACTS CONSTRUCTIVELY WITH FELLOW PARTICIPANTS					
FELLOW EMPLOYEES RESPOND WELL TO HIM					
IS OPEN-MINDED WITH PEERS					
HAS NO DIFFICULTY WITH FELLOW PARTICIPANTS					
III. STAFF INTERACTION					
INTERACTS WELL WITH INSTRUCTORS AND STAFF					
IV. PERSONAL QUALIFICATIONS					
IS NEAT IN APPEARANCE					
IS ABLE TO FOLLOW INSTRUCTIONS					
IS CONFIDENT OF HIS ABILITIES					
INDICATES FLEXIBILITY AND ABILITY TO ADJUST TO NEW SITUATIONS					
GENERALLY OBEYS REGULATIONS AND RULES					
MEETS MINIMAL PHYSICAL REQUIREMENTS OF JOB					

INDIVIDUAL TRAINEE EVALUATION REPORT
NON-CORRECTIONAL OFFICERS

	CHECK APPLICABLE COLUMN				
	DEMONSTRATES SUPERIOR PERFORMANCE	MORE THAN MEETS REQUIREMENTS	MEETS REQUIREMENTS FOR NORMAL PROGRESSION	REQUIRES IMPROVEMENT	N/A
V. COMMUNICATIONS SKILLS					
HAS GOOD VERBAL SKILLS					
CAN CONVEY IDEAS CLEARLY					
VOICES NO OVERT RACIAL OR ETHNIC BIAS					
SHOWS RESPECT FOR OTHER PARTICIPANTS					
UNDERSTANDS OTHER POINTS OF VIEW					
DEMONSTRATES SENSITIVITY TO OTHER PEOPLE					
VI. TREATMENT ORIENTATION					
POSSESSES BASIC INTERVIEWING SKILLS					
EXHIBITS PATIENCE TOWARDS OTHERS					
EXHIBITS BASIC KNOWLEDGE OF TREATMENT CONSIDERATIONS					
OVERALL TREATMENT RATING					
OVERALL EMPLOYEE EVALUATION					

COST ANALYSIS:

ORIENTATION TRAINING PROGRAM

ORIENTATION TRAINING PROGRAM

COSTS PER TRAINEE

I. DIRECT COSTS

Training Staff costs per trainee	$319.52	
Meal Costs per trainee (@ 2/3 meals eaten)	47.50	
Utilities per trainee	6.23	
Rent per trainee	12.96	
Phone per trainee	5.45	
Equipment Expense per trainee	8.74	
Other Operating Expenses	10.00	
Travel Expense per trainee (@ 258 miles/week)	51.60	
Ammunition Expense per trainee	3.64	
Subtotal: Direct OTP Costs/Trainee		$463.84

II. INDIRECT COSTS:

Salary Expenses per trainee during OTP	$499.19	
Additional Travel Expense (Security week)	25.80	
Subtotal: Indirect State Costs		$524.99
TOTAL STATE EXPENSE PER ORIENTATION TRAINEE		$988.83

Total Direct Costs per OTP Trainee = $ 463.84

Total Direct OTP Costs: 463.84 X 462*
(*number of participants) = $214,294.08

Costs per OTP Class: 214,294 ÷ 26*
(*number of OTP classes) = $ 8,242.08

Direct Costs per Hour of Instruction:
214,294.08 ÷ 47,360 = $ 4.52

ADDITIONAL EXPENSES:

Total State Costs per OTP Trainee:
463.84 + 524.99 = $ 988.83

Total State Cost for OTP: 988.83 X 462*
(*number of participants) = $456,839.46

Total State Cost per OTP Class:
456,839.46 ÷ 26*
(*number of OTP Classes) = $ 17,570.75

Total State Cost per hour of instruction: 456,839.46 ÷ 47,360*
(*number of trainee hours) = $ 9.63

TURNOVER RATES BY INSTITUTION
JULY, 1973 - JULY, 1974

NAME OF INSTITUTION	TOTAL SECURITY STAFF	HIRED	TERMINATED
WARE C. I.	30	18	17
LOWNDES C. I.	24	5	5
GA. REHABILITATION CENTER FOR WOMEN	--	--	--
GA. TRAINING AND DEVELOPMENT CENTER	41	18	15
WALKER C. I.	31	11	10
MONTGOMERY C. I.	--	--	--
WAYNE C. I.	36	11	7
GA. INDUSTRIAL INSTITUTE	135	20	10
LEE C. I.	29	4	5
CHATHAM C. I.	34	27	21
PUTNAM C. I.	30	10	8
GA. STATE PRISON	350	76	87
GA. DIAGNOSTIC AND CLASSIFICATION CTR.	151	43	35
STONE MOUNTAIN C. I.	31	15	4
COLONY FARM C. I.	20	1	3

STATE COSTS FOR REPLACING TERMINATED EMPLOYEES:
ORIENTATION TRAINING PROGRAM
CORRECTIONAL OFFICERS I AND II
(N = 918)*

Given a Turnover Rate of:	State Loss: Training Investment	State Cost: Training Replacements	Total State Employee Costs: Orientation Training Program
5% (N = 46)	$ 45,387.30	$ 45,387.30	$ 90,774.59
10% (N = 92)	$ 90,774.59	$ 90,774.59	$181,549.19
15% (N = 138)	$136,161.89	$136,161.89	$272,323.78
20% (N = 184)	$181,549.19	$181,549.19	$363,098.38
25% (N = 229)	$226,936.49	$226,936.49	$453,872.97
30% (N = 275)	$272,323.78	$272,323.78	$544,647.56
35% (N = 321)	$317,711.08	$317,711.08	$635,422.16
40% (N = 367)	$363,098.38	$363,098.38	$726,196.75

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*Current total number of correctional officers I and II; figures supplied by personnel section, D.O.O.R.

TRAINING EFFECTS:

INSTITUTIONS

ORIENTATION TRAINING PROGRAM TRAINED STAFF: TOTAL NUMBER OF SUCCESSFUL ESCAPES
August 1, 1973 - December 1, 1974

Institution	Number of Trainable Staff (COI, COII)	Total # Who Have Completed OTP	Mean Institution Population (August 1, 1973-December 1, 1974)	Total Number Successful Escapes (August 1, 1973-December 1, 1974)	% Trained (OTP) Staff	% Successful Escapes (to Dec. 1)
Georgia State Prison	323	60	2590	12	18.6%	.46%
Montgomery C. I.	32	3	264	3	9.4%	1.14%
Ware C. I.	29	10	138	11	34.5%	7.90%
Wayne C. I.	34	13	182	5	38.2%	2.70%
Chatham C. I.	32	9	214	24	28.1%	11.20%
Lowndes C. I.	30	7	152	17	24.1%	11.20%
Stone Mountain C. I.	29	2	173	30	6.9%	17.30%
GA Training & Development Center	43	16	214	2	37.2%	.93%
Atlanta Advancement Center	10	2	59	18	20.0%	30.30%
Lee C. I.	26	7	181	5	26.9%	2.76%
GA Diagnostic & Classification Center	147	69	787	2	46.9%	.25%
Putnam C. I.	29	8	140	1	27.6%	.71%
GA Rehabilitation Center for Women	26	0	320	47	00.0%	14.70%
Colony Farm C. I.	19	5	193	1	26.3%	5.00%
GA Industrial Institute	131	20	1096	8	15.3%	.73%
Walker C. I.	30	16	263	10	53.3%	3.80%

ORIENTATION TRAINING PROGRAM TRAINED STAFF:
TOTAL NUMBER OF ESCAPES
August 1, 1973 - December 1, 1974

Institution	Number of Trainable Staff (COI, COII)	Total # Who Have Completed OTP	Mean Institution Population (August 1, 1973- December 1, 1974)	Total Number Escapes (August 1, 1973- December 1, 1974)	% Trained (OTP) Staff	% Total Escapes (to Dec. 1)
Georgia State Prison	323	60	2590	26	18.6%	1.00%
Montgomery C. I.	32	3	264	9	9.4%	3.40%
Ware C. I.	29	10	138	16	34.5%	11.60%
Wayne C. I.	34	13	182	5	38.2%	2.70%
Chatham C. I.	32	9	214	31	28.1%	14.49%
Lowndes C. I.	30	7	152	19	24.1%	12.50%
Stone Mountain C. I.	29	2	173	31	6.9%	17.90%
GA Training and Development Center	43	16	214	10	37.2%	4.70%
Atlanta Advancement Center	10	2	59	19	20.0%	32.20%
Lee C. I.	26	7	181	7	26.9%	3.90%
GA Diagnostic and Classification Center	147	69	787	3	46.9%	.40%
Putnam C. I.	29	8	140	5	27.6%	3.57%
GA Rehabilitation Center for Women	26	0	320	68	00.0%	21.25%
Colony Farm C. I.	19	5	193	1	26.3%	.50%
GA Industrial Institute	131	20	1096	42	15.3%	3.83%
Walker C. I.	30	16	263	13	53.3%	4.94%

Results and Discussion: Orientation Training and Institutional Effects

The preceeding tables give a breakdown of the number and percentage of trained (OTP) security staff per institution. (NOTE: Trainable staff refers to the total number of correctional officers I and II excluding those persons who would not normally attend the Orientation Training Program. This figure is based on total position allocations per institution.) Included in the tables are the total number of successful escapes and the total escapes (irrespective of recapture). Although the percentage figures for trained staff and the escape rates are of interest themselves, correlations were performed on these figures.

Initially, the total number of successful escapes was correlated with the total percent of trained staff for each institution. The findings were as follows:

(1) *Total Number of Successful Escapes x Trained Staff*: There were no statistically significant relationships between the percentage of trained staff and the the total number of successful escapes for each institution.

(r = -.38, n = 15, p = n.s.)

(2) *Total Number of Successful Escapes x Trained Staff*: After eliminating Colony Farm, the three major security institutions (GA State Prison, GD & CC, and GA Industrial Institute), and the Atlanta Advancement Center, correlations were performed on the major institutions. Results indicated that the correlations were just shy of significance.

(r = -.55, n = 11, p = n.s.)

The table for Total Number of Escapes x Trainable Staff was next examined. Correlations were performed on these percentages and yielded the following findings:

(1) Total Number of Escapes x Trainable Staff: There were still statistically nonsignificant relationships between the number of OTP-trained security staff and the escape rates as examined for all institutions. Results again fell just short of significance ($\alpha = .05$).

($\underline{r} = -.43$, $\underline{n} = 16$, $\underline{p}$ = n.s.)

(2) Total Number of Escapes x Trainable Staff: This same correlation was performed after eliminating the Atlanta Advancement Center (half-way facility), the three maximum security facilities (GSP, GD & CC, and GII), and Colony Farm C. I. (older, handicapped inmates). The correlations between the number of OTP trained staff (%) and the percentage of escapes (escape rate) showed significance.

($\underline{r} = -.598$, $\underline{n} = 11$, $\underline{p} < .02$)

The rationale for eliminating the five institutions (Colony Fram, Atlanta Advancement Center, Jackson, Reidsville, and Alto) was simple. Because of the nature of each of the institutions it was felt that, irrespective of staff orientation, escape rates would be low for four of these facilities and abnormally high for the Advancement Center. The correlated differences would then reflect primarily on medium security facilities where staff training would be most likely to make a difference.

These correlations must be taken with great care. There are far too many extraneous factors and variables to establish a causal relationship between OTP-trained staff and escape rates. Further investigation of a more controlled nature needs to be conducted, but these results are interesting at this point.

RECOMMENDATIONS:

ADDITIONAL RESEARCH

Communications: Video Taping Ratings

A system for evaluating video-taped communications interactions as a "pre- and post-test" measure was designed by the Research Associate and approved by the Training Advisory Committee. This was in response to the problem of paper and pencil testing which may not be measuring any actual skill.

Due to logistics and lack of adequate training staff, as well as additional priorities to consider, this procedure was not followed during the past year. It is recommended that these procedures be conducted on all future classes for the following reasons:

(1) To determine if actual learning of communications skills is happening or if test-taking behaviors are being taught;

(2) To measure more effectively the differences between pre-test skill levels and the level of proficiency after the communications training is conducted;

(3) To further validate tests of paper-and-pencil type;

(4) To provide a situational context for the use of the communications model and for baseline comparisons after the trainees leave the Staff Center; and,

(5) To maximize the comparability between post-tests in communications at the Staff Development Center and follow-up testing by video-taping at some future date.

A form has been drafted for this exercise and it is recommended that each of the two training officers, as well as an additional rater (i.e. the Research Associate), utilize this form to rate each trainee on a structured constant role videotaping session. Pre-tests would be administered to persons in each class at random in order to provide for within-group controls as well as controls between classes.

It would also be the responsibility of the Research Associate to train the two training officers in order to standardize rating procedures and establish high inter-rater reliabilities for the most effective utilization of this assessment. A draft of a rating form for this assessment is enclosed in the appendix in this section.

Probation and Parole Ratings

This evaluation has tended to center on correctional officers in a more comprehensive manner than non-correctional officers. This is due to the greater knowledge existant about the performance and reactions of non-correctional officers, as well as the dearth of knowledge regarding relevant parameters of successful performance as a correctional officer.

It is recommended, however, that ratings and follow-up should be conducted for Parole and Probation officers (the bulk of the class "non-correctional officer") and later extended to counselors and other correctional personnel.

A primary step in this direction would be the development of a viable rating form for Probation and Parole supervisors. Extensive interviews with Parole and Probation officers have been conducted throughout this year by the Research Associate in an effort to define the primary job functions of these personnel. (A copy of the generic breakdowns by function may be found in the appendix in this section.) This, in turn, led to the development of a rating form for Probation and Parole supervisors. The ratings should then be subjected to factor analysis for validation and the establishment of reliabilities. This will define the relevant job dimensions as well as the strongest and weakest items which tap these dimensions. It is further recommended that field validation of this form, as well as the form for correctional officers, be conducted at various institutions and field offices.

Additional Assessments

The primary problem which needs to be investigated in terms of training effectiveness is really "does training carry over into the institution?"

At present, the current data base should provide an adequate background for descriptive research. However, to really answer the question of the carry-over of training activities it will be necessary to validate on-the-job performance.

An additional measure is needed for a job performance rating to analyze and correlate with the self/supervisor rating forms. This also holds true for the communications skills and the various other training modules in the OTP.

There are several primary suggested approaches to this:

(1) Ratings in the Institution: This would entail a team trained in rating techniques and familiar with aspects of correctional officers work who could take a sample of OTP graduates and rate job performance for both "good" and "bad" officers. (Limitations are primarily that rating on-the-job tends to be a reactive measure and the actual presence of the rater could tend to alter the normal behaviors of the correctional officer unless it was not known that performance was being rated.)

(2) Simulations: Simulations would entail a structured role playing situation which would be analogous to the types of behaviors actually required for successful job performance. Simulation exercises to test this parameter could be done at the Staff Development Center to get a more valid measure of how any employee would react to a specific situation.

(3) Additional Ratings: Additional rating forms could add an increment to the current assessment techniques used in the OTP. These might include general inmate ratings of correctional officers as well as peer ratings.

(4) Follow-up Questionnaires: These could be survey-type questionnaires relating to various aspects of the OTP and what areas have proved valuable and which have proved unusable.

These methods are not mutually exclusive, but it is recommended that definite steps be taken this year to validate the results of training on institutional performance outside of the classroom. A combination of classroom simulations (during the OTP), video-tape assessments, and field follow-up would be most effective. A viable peer assessment procedure should also be worked out to add discrimination power to the various test instruments.

In addition, it is recommended that field research be conducted to further establish the parameters operating with regards to custodial personnel. Classroom research should continue but larger control and experimental samples of actual field personnel in operational status need to be utilized more. The sample of the Orientation Training Program has shifted from mixed employees to (primarily) new employees. Although this established a better base for continuing longitudinal follow-up, it makes validation of test instruments, performance measures, and other assessments more difficult because the OTP sample may not be totally representative of the general custodial population.

For this reason, and to further establish the field effects of training, it is recommended that continuing validation at the Staff Development Center combine with field research to provide for a more comprehensive assessment.

Experimental Studies

The data established from this year's investigations has primarily been descriptive. It is recommended that experimental studies be conducted on correctional personnel in order to more explicitly define various job performance variables.

Tightly controlled studies, although limiting in some respects, have the benefit of controlling for extraneous situations and providing a purer measure of actual performance on specific task situations.

Areas of investigation would include assessment of correctional officers in terms of their Need Achievement (i.e., are custodial personnel primarily motivated by the need to achieve or are they more failure-threatened as a group?), task persistence, receptivity to offenders, attitudes towards rehabilitation and treatment programs, and various other psychological and psychometric constructs.

Specific recommendations for experimental studies will be routed through appropriate channels for approval as they are designed, but as a general statement this report endorses the need for additional research of a more controlled and experimentally-related nature along with present descriptive endeavors.

APPENDIX H

I. D. Code _____

Rater Code _____

STAFF DEVELOPMENT CENTER
V.T.R. COMMUNICATIONS RATING - OTP

Rank each trainee on the following dimensions relevant to Carkhuff Training:

EMPATHY	1.0	1.5	2.0	2.5	3.0	3.5	4.0
RESPECT	1.0	1.5	2.0	2.5	3.0	3.5	4.0
CONCRETENESS	1.0	1.5	2.0	2.5	3.0	3.5	4.0
GENUINENESS	1.0	1.5	2.0	2.5	3.0	3.5	4.0
CONFRONTATION	1.0	1.5	2.0	2.5	3.0	3.5	4.0
IMMEDIACY	1.0	1.5	2.0	2.5	3.0	3.5	4.0

As a helper, how would you rate this person?

_________ Excellent

_________ Good

_________ Fair

_________ Poor

_________ Unacceptable

E = _________

R = _________

C = _________ Total = _________

G = _________

I = _________

PRE-TEST AND POST-TEST ITEM REVISIONS*

Topic	Percentage of Time in OTP	Number of Items to Be Written
Personnel Procedures	2%	2
Departmental Goals	2%	2
Institutions and Their Purposes	2%	2
Organizational Structure of the Department	2%	2
Evaluation and Classification Process	4%	4
Introduction to Human Behavior	4%	4
Probation and Parole Process	4%	4
Criminal Justice System and Police Powers	4%	4
First Aid	4%	4
Drug Abuse	4%	4
Behavior Modification	4%	4
Introduction to the Mentally Retarded Offender	4%	4
Treatment Programs	4%	4
Communications	20%	20
Security	32%	32
Group Decision Process	4%	4

TOTAL = 100 items, objectively scorable.

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[*] Note: 70% mastery of post-test material will continue to be required for successful OTP completion.

CONSIDERATIONS FOR RATINGS

PROBATION/PAROLE SUPERVISORS

The following are relevant considerations when dealing with ratings for probation/parole supervisors. They were derived from discussions with probation/parole supervisors:

I. Court Procedures

A. Demeanor: (This refers to attitudes towards job, professionalism, and towards judicial process. Assessable through paper and pencil measures.)

B. Legal Knowledge: (Refers to direct knowledge related to job and the effective performance of duties. Working knowledge of relevant state statutes, limitations regarding caseload and legality of general types of behaviors, etc. Assessable through either ratings by supervisors, probationers on caseload, or by content test.)

C. Aid to Judicial Process: (How well the P.P.S. functions in facilitation of the judiciary, and of the process in the courts. Does he contribute to the flow in the "criminal justice process", or does the system break down here. Ratings by judges, or chief probation/parole supervisors appropriate here.)

D. Liaison Between Law Enforcement and Courts: (This is basically self-explanatory, and refers to the degree to which gaps between law enforcement and the judiciary are bridged. Often, the P.P.S. is called upon to function with a caseload in both capacities -- relating to both law enforcement and to the judiciary. The degree to which he can synthesize both and integrate them will determine his effectiveness. Ratings here would be appropriate.)

E. Aggressiveness in Dealing with Court Situations:

(Basically refers to how well the P.P.S. can handle court situations, and if he takes time to involve himself in the client's interests, or merely passes time with routine and strictly defined duties. How aggressive is the P.P.S. in pursuing pre-sentence investigations, and in terms of court input. Ratings here by judge and supervisor would be pursued.)

II. Supervisory Duties

A. Time Management: (How well does the P.P.S. manage his time, how does he break it down, and what priorities does he place on each classification? Assessable by self-report or by raters utilizing job-analyses or time/motion reporting.)

B. Utilization of Paperwork for Convenience and Best Advantage: (Although at first glance, this would appear to be related to "A" above, P.P.S. I have consulted indicated this was separate and could be assigned a category of its own. Paperwork apparently constitutes a very large proportion of the job requirements, and how one manages that, and uses it to best advantage is a good indicator of performance. Generically, then, one could conceptualize time management as related to everything but paperwork processing, and deal with that separately. Self-report probably appropriate.)

C. Analyzing Client Problems: (Refers to the ability of the P.P.S. to understand relevant client problems, to analyze client work with these. Assessable only by rating -- either probationers or supervisors ratings, and possibly in conjunction with self-report.)

D. Behavioral Management: (How well does the P.P.S. reinforce appropriate behviors, deal with aggressiveness and other behavior problems, model appropriate behaviors, and discourage non-acceptable ones. Ratings from team would be most applicable here.)

E. Resource Utilization: (How well does the P.P.S. utilize resources in his area to meet client needs, to function as liaison for referral agencies, and other sources of specialized help. Ratings, or even self-reports and assessment by caseload would be appropriate.)

F. Client Rapport: (Establishing and maintaining an acceptable relationship with probationer or parolee given the limitations of "supervisor - supervisee" and how well one maintains rapport for effective interpersonal relationships with a wide variety of people. What are special strengths of the P.P.S. and what type of individual/case causes him the most problems. A range of ratings from caseloads would help to shed some light here.)

III. Enforcement

A. Enforcement of Existing Laws: (Awareness of existing laws governing acceptable client bahavior, and legal considerations thereof. Knowledge of range of acceptable behaviors, willingness to expound contingencies for caseload, and to follow through during violation of same. Should be possible to assess this by client ratings and by charting frequency and quantity of revocations, etc.)

B. Flexibility in Program Structure: (How willing is the P.P.S. to make accomodations to change the existing program of a client if in danger of recidivating or of being revoked? Indicative of concern for caseload and individual problems before called on to function in a law-enforcement capacity. Best individual index here would be client ratings.)

C. Role Restrictions between Enforcement/Supervisor: (Does the P.P.S. function as a supervisor in a helpful sense, but when appropriate indications exist, functions with regard to law enforcement responsibilities? Is he capable of drawing the line when needed, and not compromising either role function? Supervisor ratings or team ratings are probably best here.)

D. Advisor Capacity -- Legal Restrictions: (This refers to how well the P.P.S. functions to help/advise his clients regarding legal restrictions on probation/parole, as separate and distinct from "C" above. How well does he communicate restrictions to client, and make sure he is updated and appraised. Client ratings would be helpful here.)

IV. Counseling Functions

A. Counseling Above Basic Requirements of Supervision: (Is the P.P.S. willing to function in a supervisory as well as counseling role when appropriate? Realizing the limitations on counseling as related to his law enforcement/supervision requirements, is he able to bridge this gap and function on both levels? How well does he utilize counseling sessions, realizing limited resources to reaffirm or nourish a current client relationship? Is he effective in his counseling? Ratings by clients would be appropriate here as well as some team rating as to effective counseling dimensions. Criteria for counseling effectiveness would have to be generated for any effort here, and several models would be considered including the Carkhuff Model.)

CODE #: ______

DEPARTMENT OF OFFENDER REHABILITATION
STAFF DEVELOPMENT CENTER
ATHENS, GEORGIA

TRAINING EVALUATION RATING FORM: PROBATION/PAROLE

YOU WILL BE ASKED TO RATE ______________________________ ON A NUMBER OF PERSONAL QUALITIES OR CHARACTERISTICS RELATED TO THE FUNCTION OF A PAROLE/PROBATION SUPERVISOR. PLEASE ANSWER EACH QUESTION AS FULLY AS YOU CAN. ALL INFORMATION ON THIS QUESTIONNAIRE WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED ONLY FOR RESEARCH PURPOSES. WE THEREFORE ASK FOR YOUR COOPERATION IN FILLING OUT THIS QUESTIONNAIRE COMPLETELY AND AS HONESTLY AS YOU CAN. REMEMBER, THE RESULTS OF THIS EVALUATION, AND THE STRUCTURING OF A WORKABLE RATING FORM FOR PROBATION AND PAROLE SUPERVISORS, WILL IN LARGE DEPEND ON YOUR FILLING OUT THIS FORM COMPLETELY AND ACCURATELY.

THERE ARE FIVE POSSIBLE CHOICES FOR EACH OF THE ITEMS BELOW. THEY RANGE FROM 0 TO 4. IF AN ITEM DESCRIBES THE BEHAVIOR OF A SUPERVISOR BEING RATED AND THE SUPERVISOR ALWAYS EXHIBITS THE BEHAVIOR FREQUENTLY, BUT NOT ALWAYS, CIRCLE NUMBER 4 FOR THAT ITEM. IF THE OFFICER EXHIBITS THE BEHAVIOR FREQUENTLY, BUT NOT ALWAYS, CIRCLE NUMBER 3. IF THE BEHAVIOR IS EXHIBITED SOMETIMES, CIRCLE A 2; IF SELDOM, CIRCLE A 1. IF THE SUPERVISOR NEVER ENGAGES IN THAT BEHAVIOR, CIRCLE 0 FOR THAT ITEM.

CHOOSE ONLY ONE NUMBER FOR EACH OF THE ITEMS BELOW. PLEASE DO NOT OMIT ANY ITEMS.

4 = ALWAYS

3 = OFTEN

2 = SOMETIMES

1 = SELDOM

0 = NEVER

IS ENTHUSIASTIC ABOUT THE JOB	0 1 2 3 4
HAS A GOOD KNOWLEDGE OF LEGAL STATUTES, AND IMPLICATIONS	0 1 2 3 4

FACILITATES THE JUDICIAL PROCESS IN THE CRIMINAL JUSTICE SYSTEM	0 1 2 3 4
HANDLES OFFENDERS WELL THROUGHOUT "DUE PROCESS"	0 1 2 3 4
BUILDS UP A POSITIVE LIASON BETWEEN COURTS AND LAW ENFORCEMENT	0 1 2 3 4
IS AGGRESSIVE IN DEALING WITH COURT SITUATIONS	0 1 2 3 4
MEETS COURT STANDARDS FOR PRE-SENTENCE INVESTIGATIONS	0 1 2 3 4
ACTS AS AN EFFECTIVE RESOURCE FOR THE COURTS	0 1 2 3 4
MANAGES HIS TIME EFFECTIVELY	0 1 2 3 4
PLACES APPROPRIATE PRIORITIES ON CASEWORK LOAD	0 1 2 3 4
UTILIZES PAPERWORK FOR CONVENIENCE AND BEST ADVANTAGE	0 1 2 3 4
EXHIBITS GOOD SKILLS IN ANALYZING CLIENT PROBLEMS	0 1 2 3 4
DEALS APPROPRIATELY WITH BEHAVIORAL PROBLEMS OF CASELOAD	0 1 2 3 4
UTILIZES RESOURCES APPROPRIATELY TO MEET CLIENT NEEDS	0 1 2 3 4
MAINTAINS A GOOD LEVEL OF CLIENT RAPPORT, AND A GOOD RELATIONSHIP	0 1 2 3 4
IS AWARE OF EXISTING LAWS RELATING TO HIS CASELOAD	0 1 2 3 4
IS WILLING TO MAKE ACCOMODATIONS IN CLIENT'S PROGRAM FOR HIS BENEFIT	0 1 2 3 4
HANDLES THE PROBLEMS OF ENFORCER AS WELL AS SUPERVISOR AND HELPER WELL	0 1 2 3 4
CAN THE SUPERVISOR BE HELPFUL BUT NOT PERMISSIVE IN ENFORCEMENT OF RESTRICTIONS	0 1 2 3 4
IS THE SUPERVISOR AN EFFECTIVE COUNSELOR WHEN APPROPRIATE	0 1 2 3 4
CAN THE SUPERVISOR PROVIDE A GOOD EXAMPLE FOR THE CLIENT	0 1 2 3 4

IS HE FAMILIAR WITH COMMUNITY RESOURCES AND SERVICES, AND USES THEM EFFECTIVELY	0 1 2 3 4
DO HIS/HER CLIENTS RESPECT HIM/HER	0 1 2 3 4
DO HIS/HER CLIENTS FEEL FREE TO BRING UP PROBLEMS TO HIM/HER	0 1 2 3 4

OVERALL, AS A PROBATION PAROLE SUPERVISOR, HOW WOULD YOU RATE THIS INDIVIDUAL:

EXCELLENT ________

GOOD ________

SATISFACTORY ________

POOR ________

UNACCEPTABLE ________

ADDITIONAL RECOMMENDATIONS AND DISCUSSION: ORIENTATION TRAINING PROGRAM

Specific Problems with the Orientation Training Program

1. As both correctional officers and non-correctional officers participate in the same OTP, it does cause instructional difficulties to teach one curriculum offering and be meaningful for both groups.

2. Because of a limited number of training officers it has been difficult in the past to split these groups up and teach them separtely.

3. There is a reoccuring theme from OTP participants regarding the efficacy of training. Basically they feel that although the training may be valuable, they will not be able to implement much because of supervisory pressure. Many trainees state that their supervisors (Correctional Sargeants, Lieutenants, and Captains) need to come to the Orientation Training Program or an advanced OTP to familiarize themselves with the content.

4. Dichotomies between community-based and institutional personnel are still very real. Although the combined exposure of correctional officers to others in a general orientation program is beneficial in many ways, it does not provide sufficient job role definition for each. Trainees have indicated a desire to deal with each set of job-related problems in a more comprehensive manner.

5. There is too much content lecture in the Orientation Training Program and not enough integrated media and group exercises ("hands-on experiences").

6. There needs to be more trainee participation in the OTP. This could take the form of an OTP Guest Block in which a trainee with special knowledge about some program could prepare a presentation for the group on that subject for the second week. Panel discussions and formats are also a possibility, as are additional field trips (i.e., local probation/parole offices, etc.). There should be more dialogue and less lecture between training staff and trainees.

7. More long-term planning needs to be conducted in the Orientation Training Program. At present, there is only one planning week per quarter and this is usually tied up with additional priorities. There is a need for more time to modify and restructure the current training program and to update the curriculum to meet field needs.

8. The Training Staff needs better field liaison and contact with institutions. There exists a dichotomy in terms of the perceptions from the field with regards to the Staff Development Center. Basic information and contact with the field staff could eliminate much of this and make the OTP stronger.

9. Communications between the Training Advisory Committee (a recommendations body composed of institutional and community-based personnel) and the Staff Development Center should be increased. Reports and updates on training classes, OTP weekly summaries, and summary statistics should be disseminated to them on a regular basis as opposed to the sporadic manner in which information is currently transferred. This should have the additional effect of increasing visibility in the field and providing a broader base of support than is currently existant.

10. Internal communications among the training staff statewide need to be improved with regard to operational and administrative personnel. Information needs to be shared in a two-way, open communications structure and procedures for disseminating current training projects and endeavors need to be established for internal and external distribution.

11. In view of the educational level of OTP participants and the range of experience from fourth grade to the Ph.D. level, it is recommended that personnel involved with training have appropriate backgrounds and be compensated at a competitive level. Towards this end it is recommended that all Training Officer II's at the Staff Center be upgraded to Training Officer III's as soon as conveniently possible.

Recommendations from Training Officers

The following are general suggestions received from the training officers related to the Orientation Training Program.

1. Establish an advisory committee composed of OTP Graduates to assist in program development.

2. Require line supervisors to attend OTP every fourth session. Supervisor's OTP could include some of the instruction offered to regular trainees in addition to management training.

3. Provide more field contact for training officers.

4. Gain a stronger commitment from upper level administration to the Orientation Training Program (both instructional and community-based level).

5. Secure additional training aids for specific materials contained in the OTP.

6. Supplement cross training or exposure for OTP personnel.

7. Additional material related to probation and parole.

8. Add a third week for probation and parole supervisors (or other non-correctional officers) to supplement the 80 hours of general training.

Discussion

This interim report is not meant to be inclusive but constitutes a preliminary examination of the Orientation Training Program, its effects, and the descriptive variables uncovered to date.

Generally, the results are encouraging. Although cause and effect relationships cannot be established between trained institutional staff and escape rates, there is currently enough data to demonstrate that the training program is having some tangible effects.

The organizational problems of the Orientation Training Program and the need for greater dialogue among participants and staff, more integrated media utilization, and viable subject matter is recognized and acknowledged by the training staff. It is hoped that this report will provide some overall assessment and general guidelines for the necessary revisions.

These results indicate strongly the need for validation of training effects back on the job and it is towards this end that the research should be extended for the next year. Expansion of the present rating system, providing of useable screening and personnel information, and the investigation of predictor variables for correctional officers as well as other correctional personnel should be developed.

It was not deemed appropriate to make recommendations for each specific block of instruction. The problems which are currently visible in the Orientation Training Program are not generally specific to any curriculum offering. Rather, these problems center around the variability and diversity of participants, the program structure itself, and the nature of the content material.

The possibilities for the creation of a third week of training for non-correctional officers should also be explored, as well as options and formats for greater trainee involvement. Optional modular programs are currently under development and it will be possible for trainees to be exempt from certain courses contingent upon demonstrated competency. (NOTE: the tests for each of these sections will be completed as soon as the general pre- and post-tests are rewritten.)

The use of the Staff Evaluation Rating Form needs to be continued. Although there are logistical problems associated with this, it is felt that after the revisions are completed and peer, video-tape, and situational ratings are added to the present system, this should provide useable personnel data to the regions. It is imperative that for this system to be useful it be given a high priority and commitment so that the present backlog of trainees does not continue.

The job satisfaction and turnover information is offered for use of this department and should not be limited to the Orientation Training Program. This is a representative cross-section of the department's employees, as the sample was drawn from August, 1973 - May, 1974, when there were many current employees in the OTP for "catch-up" training. It is hoped that this information will not go to waste.

The rating form for correctional officers is very encouraging and further research will be conducted upon it. After further validation it may be appropriate to utilize a rating form of this nature for on-the-job rating of correctional officers statewide, as it provides more job-related information than does the current merit system evaluation forms. It could also be useful to promotion boards and with longitudinal research studies. Work will also be expanded to encompass the non-correctional officer and to define rating guidelines for these field personnel as well.

This report will be supplemented by an additional interim report which hopefully will have answers to some of the questions this report has raised.

In general, however, it must be said that since the Staff Development Center opened in the fall of 1973, the Orientation Training Program has come a long way down the road of programmatic evolution. It is hoped that this refinement will continue in order to provide comprehensive, meaningful, and consistent in-service and pre-service programming for Georgia's correctional personnel.

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TEST INSTRUMENTS

Staff Development Center
Athens, Georgia

BIO-DATA

Biographical Data Inventory

Name ______________________________ Social Security No. ____________

Sex M F Age __________ Job Title ______________________

Circle last grade in high school: 1 2 3 4 5 6 7 8 9 10 11 12

college: 1 2 3 4 5 6

How long have you been employed by the Dept. of Offender Rehab.? ____________

Any previous jobs with the follwing:

- ____Policeman
- ____Probation/Parole
- ____Private Security Officer
- ____Military Service

If you checked yes for any of the above, please specify length of service:

____

Where are you currently based: ______________________

List your two most immediate supervisors:

____

____

Do you have any relatives in the criminal justice system ____________

If so, please list relationship, and job title of person employed ____________

____

Approximately how many jobs have you held since age 21? ____________

If you have had military service, please list branch, rank, and job title or duties:

____

____

Code No.__________

Department of Offender Rehabilitation
Staff Development Center
Athens, Georgia

PRE-TEST

Job Skills Assessment Inventory
Form 1

You will be asked a number of questions relating to different aspects of skills needed for a Correctional Officer's job. Answer each question to the best of your knowledge. Nobody expects you to get a perfect score on any of the sections, as much of the material we are asking about will be taught while you are here at the Staff Development Center. We are interested in seeing how much the average CO is aware of before he comes here so we can better structure the curriculum and the program.

All of your answers will be kept strictly confidential, and no official of your home institution will ever see them or your scores. They will be used strictly for research and evaluation purposes here at the training center.

We therefore ask for your complete cooperation, and we want you to answer all questions to the best of your knowledge. In large part, the results of this evaluation will depend on how completely you fill out these questionnaires. Needless to say, your cooperation is gratefully appreciated, and will hopefully contribute to the development of a better training program.

Name______________________________

Job Title__________________________

Security Skills Section:

1. Those factors necessary for effectively firing a handgun are:

   a. Grip, sight picture, breathing, trigger squeeze
   b. Grip, stance, posture, trigger squeeze
   c. Eyesight, noise suppressors, proper ammunition
   d. Sight adjustment, hammer pull, increased powder load

2. In single-action shooting the thumb of the shooting hand:

   a. is placed on the grip for a tighter grip
   b. is resting along the cylinder release lever because a tight grip is not necessary
   c. is held tightly along the sights for proper sight alignment
   d. makes no difference

3. In firing and reloading, the one thing you must know about the revolver is:

   a. what type grips the weapon has
   b. how to remove a stuck case
   c. the rotation of the cylinder
   d. what points should be oiled frequently

4. CN gas containers are always marked by:

   a. a blue paint
   b. an X on the bottom
   c. a green paint
   d. a red paint

5. The "true flight" projectile for the 37 mm riot gun is used primarily:

   a. on large mobs
   b. in a barricade situation
   c. to penetrate a moving vehicle
   d. only when CN gas has no effect

6. Any chemical agent can be fatal if:

   a. it reduces oxygen content of the air by 10% for any length of time
   b. it strikes a person directly in the face
   c. it penetrates the outer layer of skin through a cut
   d. it is allowed to remain in an area for a period of five hours without decontamination

7. Experts say that most institutional disturbances are:

a. carefully planned by outside instigators
b. strictly for publicity
c. spontaneous actions
d. mostly due to lack of proper planning

8. In the event of a disturbance at your institution, the first priority should be:

a. inmate welfare
b. protection of property
c. safety and welfare of hostages
d. safety of the general public

9. The proper application of handcuffs is:

a. thumb over key-hole method with subject's palms turned outward
b. thumb over doublt lock method with subject's palms turned inward
c. double bar lock method with subject's wrists crossed
d. palm to palm method

10. Assume you are attacked from the rear and a choke hold applied to you with the attacker's arm. Your first reaction should be:

a. an immediate counterattack to the lower leg and feet
b. to pull the attacker's arm out and lower your chin in order to relieve pressure from your neck
c. a counterblow to the kidneys and groin
d. do nothing as there is no way to break this hold

11. In the event of an escape the first reaction by the administration should be:

a. immediate notification of local law enforcement agencies
b. assignment of officers around the fence to prevent further escapes
c. secure and count remaining inmates in order to find out who is missing
d. secure remaining inmates and attempt to locate tracks of the escapees

12. Types of inmate behavior more likely to be seen by a correctional officer than by the treatment staff include:

a. the inmate's adjustment to confinement
b. the inmate's relationships with other inmates
c. staff/inmate relationships
d. physical limitations

13. In order for institutional treatment programs to be effective:

- a. sufficient treatment staff must be employed to give a one to twenty ratio between staff and inmates
- b. there must be full cooperation from the security staff as security is an important part of the treatment
- c. the facilities must be in proper condition as to be conducive for treatment
- d. all of the above

14. You are a Correctional Counselor; as one of your duties, you are assigned for the orientation program for new offenders at your institution. One of the new arrivals desiring information concerning contraband asks you, "What items may I have in my possession?" Your correct response:

- a. those approved by the institution
- b. those sold at the institutional store
- c. those received through authorized channels
- d. all of the above

15. As the Shift Supervisor responsible for physical security, control, and well-being of Offenders throughout your watch, you have been correctly instructed by your supervisor that the most effective shakedowns for both offender and living areas are:

- a. scheduled, extensive, yet brief
- b. periodic, irregular, yet complete
- c. daily, brief, yet complete
- d. systematic, extensive, yet brief

16. The major reason for the preparation and maintenance of an individual offender's reports and records is:

- a. to provide statistics for departmental administration
- b. to provide information for decision making concerning the individual offender
- c. to insure complete records of disciplinary action
- d. to supply other agencies of the Criminal Justice System with information

17. The mentally retarded person may have more difficulty living in a correctional setting because:

- a. they are more dependent on others and are easily led
- b. they cannot control their behavior
- c. they usually will not follow instructions or orders
- d. they do not get along well with other people

18. In a correctional institution, why might normal reactions of offenders appear to be abnormal?

a. he is much more closely supervised than he would be on the outside
b. the situation he finds himself in is quite abnormal
c. the conditions are such that every action he takes is observed by, and effects otherpeople
d. all of the above

19. Two types of counts the officer is required to make are:

a. morning and afternoon
b. hourly and after dinner
c. formal and informal
d. stnadard and gate

20. In the event the count fails to tally, the officer's first responsibility is:

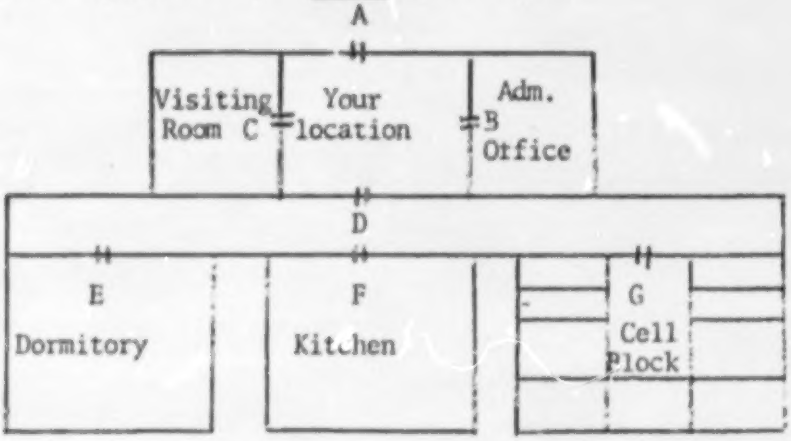
a. to locate the missing inmate
b. to report the count to his superior
c. sound the alarm and lock the remaining inmates up
d. check with the other inmates to see if they know where the missing inmate is

21. The three basic elements of the Criminal Justice System are:

a. arrest, conviction, and sentencing
b. police, probation, and courts
c. probation, corrections, and parole
d. law enforcement, courts, and corrections

22. You are a Correctional Sargeant responsible for physical security and control on the 11:00 p.m. to 7:00 a.m. shift. Using the drawing provided, which door key(s) will you never have in your possession:

a. C & B
b. D
c. E & G
d. A



Rank the following responses to the inmate problem verbalized to you as a correctional officer. Rank the responses in terms of how good they are. Use the following scale:

1 = They are destructive or non-helpbul, and detract from the expressed feelings.

2 = Detracting responses. The responses are directed to things other than the person's expressed feelings.

3 = Accurate response indicating understanding. You are reflecting back how the person feels.

4 = Additive response. Understanding and acceptance of the feeling, and some addition to deeper feeling of person is made.

5 = Very additive response. You are adding significantly to the persons expressed feeling, indicating you are very accurate and empathetic of his deep feelings (relatively rare and hard to make).

Feel free to use 1.5, 2.5, 3.5, etc. if you feel that is the best number to assign (eg. you may feel a response is pretty accurate towards reflecting feelings, but still falls short. Assign it a 2.5.)

23. "This place is hell-hole...the staff don't really care...all they want to do is collect their money."

_____You feel like nobody cares or wants to help.

_____You want someone to be concerned about you, to show that they want to help you.

_____The staff doesn't feel that way. Stop for a minute and think about the things they do.

_____That's a terrible thing to say. We've been trying to do something for you since you got here.

24. "Why are you always picking on Jack and me--we're just good friends. There's nothing wrong with that, is there?"

_____If that's all there is?

___ I know something is going on between you two, so don't try to kid me.

_____You're angry with me because you think I am accusing you and Jack of going together.

_____You're really upset about this.

25. "You let that other dude move without any problem...but when I asked you...you just said I couldn't do it."

_____Look, I told you before, you just don't have a good enough reason to move.

_____John, you really feel like I haven't treated you fairly. I think we should talk about it.

_____John, you'll have to go to the front office about it, there's nothing I can do.

______You're really upset about this.

26. "It isn't fair...just because I'm black I have to stay in this laundry...If I was white I wouldn't have to be here. Ain't that right?"

______You're really mad because the white guys seem to have it made.

______You're saying you don't like to be treated as a second-class person. You want the same chances a white guy gets.

______We treat everybody the same and being black doesn't have anything to do with it.

______No, that isn't right, there are whites in the laundry, too.

27. "Why are you writing me out a disciplinary report? Hell...I was just standing around with the rest of them."

_____I have told you before not to do this.

_____What the rest were doing doesn't make any difference. You were doing the wrong thing.

_____I know you feel like you don't deserve the report, but I've talked to you about this before and told you what I would have to do if it happened again.

_____You're bothered because you don't feel the ticket is necessary.

Communications Skills Section:

28. In getting somebody to explore a problem, we must first:

a. know the person's background information
b. determine if the problem is really serious
c. let the person know your true feelings about him
d. try to understand the problem from his viewpoint

29. A helpful response is one that:

a. takes into account the person's record
b. reflects how the person feels about his problem
c. always offers a socially acceptable solution
d. can only be made by a professional counselor

30. Empathy is:

a. feeling sorry for a person
b. wanting to be helpful but careful not to involve yourself too much
c. understanding the person's feelings
d. being a good listener without saying too much

31. Correctional officers:

a. should never fraternize with inmates
b. cannot make good responses to inmate's problems
c. should be careful to make responses based on inmate's past behavior
d. can be helpful to inmates even though they may not be professional counselors

32. It is important to respond to a problem:

a. with an appropriate cliche
b. with concreteness and immediacy
c. in a manner consistent with your feelings on the subject
d. only if you feel the problem is appropriate

33. Important aspects of good responding include:

a. genuineness, respect, and empathy
b. non-judgmental responses and knowledge of past behavior
c. an appropriate setting such as an office or lounge
d. relevant questioning, warmth, and social distance

34. An additive response is:

a. one which goes beyond reflecting feelings
b. two sequential responses, one after the other
c. what correctional officers can make only to their peers
d. one which does not adequately reflect the person's feelings

35. A correctional officer should:

a. use this method of responding with minor problems only
b. be careful to maintain his official role
c. never respond to an inmate in front of other inmates because this will lessen his effectiveness
d. respond to problems as best he can using this method.

Behavior Modification Skills Section:

36. A man is in disciplinary segregation for four hours, and finds it a very unpleasant experience. If he were to make an appropriate response of some sort which allowed him to be released, this would be an example of:

a. habituation
b. negative reinforcement
c. punishment
d. behavioral antecedent

37. To escape a situation before it becomes unpleasant by making some appropriate response is called:

a. retroactive learning
b. avoidance

c. punishment
d. positive reinforcement

38. A stimulus:

a. is essential before a response can occur
b. is often followed by reinforcement
c. can never determine the strength of behavior
d. is one component of punishment

39. You wish to decrease an inmate's talking behavior. Assuming you are in frequent contact with this individual, which would be the most effective way of doing this:

a. each time he talks give him a reinforcement
b. leave the room when he starts talking
c. punish him each time he does it
d. ignore or punish talking, and give him some reinforcement for other activities

True or False:

40. _____Punishment is a very easy technique to learn and use effectively.

41. _____Positive reinforcement changes behavior almost instantly.

42. _____Anything which a person likes, wants, or enjoys can be a reinforcer.

43. A reinforcer is:

a. any event which decreases a response
b. something each organism needs biologically to survive
c. any event which increases the chances of a behavior occuring again
d. any behavior which we term good

44. In Georgia institutions, the percentage of black to white offenders is:

a. 60% Black - 40 % White
b. 75 " 25% "
c. 15% " 85% "
d. 91% " 9% "

45. Opinion Question:

Which statement best describes your position?

(1) Blacks can be nice if they don't get too arrogant and hostile.
(2) Blacks are the lower levels of society.
(3) Blacks are equal in most, but not all ways to whites.
(4) Blacks are equal to whites.
(5) Blacks are definitely superior.
(6) Blacks are okay as long as they stick with themselves.

Code No.____________

Department of Offender Rehabilitation
Staff Development Center
Athens, Georgia

POST-TEST

Job Skills Assessment Inventory

Form II

You will be asked a number of questions relating to different aspects of skills needed for a Correctional Officer's job. Answer each question to the best of your knowledge. Nobody expects you to get a perfect score on any of the sections, however.

All of your answers will be kept strictly confidential, and no official of your home institution will ever see them or your scores. They will be used strictly for research and evaluation purposes here at the training center.

We therefore ask for your complete cooperation, and we want you to answer all questions to the best of your knowledge. In large part, the results of this evaluation will depend on how completely you fill out these questionnaires. Needless to say, your cooperation is gratefully appreciated, and will hoepfully contribute to the development of a better training program.

Name______________________________

Job Title__________________________

SECURITY SKILLS SECTION:

1. Which of the following factors is not necessary for effective use of a revolver:

   a. grip
   b. breathing
   c. stance
   d. sight picture

2. Single action shooting differs from double action shooting in that:

   a. it takes less pressure to fire single action therefore a looser grip is required.
   b. in single action after the round is fired the shooter controls the path of the bullet longer.
   c. single action is much faster and thus more accurate than double action.

3. Usually at what distance from the target should you select single action firing.

   a. 7-15 yards
   b. 15 yards or more
   c. 25 yards or more
   d. 50 yards or more

4. CS chemical agents always marked by:

   a. blue paint
   b. an X on the container
   c. green paint
   d. red paint

5. The 37 mm Short Range shell is:

   a. used in a close-up barricade situation.
   b. a direct blast of gas from the muzzle.
   c. used to fire through the window of an automobile.
   d. of not much value against two or more persons.

6. One thing to remember when using chemical agents is:

   a. they may misfire.
   b. they can be fatal under certain circumstances.
   c. they are usually not very effective in subduing a person.
   d. they cost a lot to replace and therefore should be used sparingly.

7. Of the following, which is usually not a cause of institution disturbances or riots.

   a. institution environment
   b. hardcore inmates
   c. unjust sentencing procedures
   d. outside agitation

8. In the event of a riot, rank the following in order of priority:

    1. safety of the general public
    2. safety and welfare of hostages
    3. prevention of death or serious injury to staff personnel
    4. inmate welfare

    a. 2, 1, 3, 4
    b. 1, 2, 3, 4
    c. 3, 2, 1, 4
    d. 1, 4, 3, 2

9. The authority to establish policy for the Department of Offender Rehabilitation lies with:

    a. Regional Director
    b. Department of Corrections and Offender Rehabilitation
    c. Institution Supervisor
    d. Commissioners

10. The 36" riot baton is best used as:

    a. a club for bashing a person's skull.
    b. an extension of the person's arm and as a defensive weapon.
    c. as an offensive weapon against unarmed persons.
    d. as a defense against a knife attack.

11. Which of the following is not a fundamental element of the Criminal Justice System?

    a. courts
    b. sentencing
    c. law enforcement
    d. corrections

12. The security of institutional keys is the responsibility of:

    a. the individual employee
    b. the shift supervisor
    c. the Warden
    d. all employees

13. Shakedowns of individuals and housing areas should be conducted on a:

    a. systematic, extensive, yet brief basis
    b. daily, brief, yet complete basis
    c. scheduled, extensive, yet brief basis
    d. periodic, irregular, yet complete basis

14. Rules and regulations of the department are:

    a. to be strictly adhered to by everyone regardless of position
    b. generally only a guideline which should be followed depending on the circumstances
    c. of not much value to the line staff
    d. outdated and need to be changed or discarded

15. In counting offenders a good rule-of-thumb is:

   a. be positive you are counting a live body
   b. if you are not sure--count
   c. count and recount if necessary because it is your responsibility
   d. an inaccurate count is better than no count at all

16. Contraband may be defined as an item that has:

   a. not been approved by the institutional administration
   b. not authorized for sale at the institutional store
   c. not received through authorized channels
   d. all of the above

17. Records of an offender's activities are maintained to provide information so that:

   a. records of disciplinary action will be complete
   b. the FBI can be updated
   c. statistics can be developed
   d. appropriate decisions concerning the offender can be made

18. The most common contraband item is usually:

   a. money
   b. a knife or other weapon
   c. a device for use in an escape attempt
   d. it is difficult to define "most common"

19. In the event of an escape what of the following is not considered a necessity:

   a. secure remaining inmates
   b. notify local law enforcement agencies
   c. conduct a count
   d. notify escapees' next of kin or family

Communication Skills Section:

20. In getting somebody to explore a problem, we must first:

    a) know the person's background information.
    b) determine if the problem is really serious.
    c) let the person know your true feelings about him .
    d) Try to understand the problem from his viewpoint.

21. A helpful response is one that:

    a) takes into account the person's record.
    b) reflects how the person feels about his problem.
    c) always offers a socially acceptable solution.
    d) can only be made by a professional counselor.

22. Empathy is:

    a) feeling sorry for a person.
    b) wanting to be helpful but careful not to involve yourself too much.
    c) understanding a person's feeling.
    d) being a good listener without saying too much.

23. Concreteness is:

    a) empathetic interaction.
    b) the ability to be tactful, yet confrontive.
    c) expressed only in terms of additive responses.
    d) being specific about feelings and experience.

24. A level 3 response:

    a) is the highest response a CO can give.
    b) is additive.
    c) is subtractive.
    d) is interchangeable.

25. Helping is:

    a) always the responsibility of counselors alone
    b) most effective when done by friends.
    c) harmful, unless done with level 5 responses.
    d) either harmful or helpful, depending on the helper.

26. A response which goes beyond reflecting feelings is:

    a) an interchangeable response.
    b) an immediate response.
    c) can only be made by a counselor.
    d) an additive response.

27. Concreteness and immediacy:

a) are important when responding to a problem.
b) are only necessary when responding to major problems.
c) are important listening skills.
d) are only effective with level 4 responses or above.

28. The feelings underlying depression are often:

a) frustration and aggression.
b) anger and fear.
c) extreme sensitivity and disappointment.
d) none of the above.

29. Which of the below is most true?

a) Unless you agree with another you can not understand.
b) You can understand a person's feeling without agreeing with them.
c) A person has to agree with you before you can help them.
d) It is impossible to like someone you do not understand.

Rank the following responses to the inmate problem verbalized to you as a correctional officer. Rank the responses in terms of how good they are. Use the following scale:

1 = They are destructive or non-helpful, and detract from the expressed feelings.

2 = Detracting responses. The responses are directed to things other than the person's expressed feelings.

3 = Accurate response indicating understanding. You are reflecting back how the person feels.

4 = Additive response. Understanding and acceptance of the feeling, and some addition to deeper feeling of person is made.

5 = Very additive response. You are adding significantly to the persons expressed feeling, indicating you are very accurate and empathetic of his deep feelings (relatively rare and hard to make).

Feel free to use 1.5, 2.5, 3.5, etc. if you feel that is the best number to assign (eg. you may feel a response is pretty accurate towards reflecting feelings, but still falls short. Assign it a 2.5.)

30. "This is the loneliest day of my life. I've really never felt this way before...I guess it's because I've never been in prison before."

_____ Yeah! I bet it is rough.

_____ You are feeling bad today.

_____ It's really depressing to be in a place like this.

_____ You know, you should have thought about what it was going to be like before you committed that crime.

31. "I got my parole denial today."

_____ How long have you been waiting to get this parole?

_____ Those are the breaks.

_____ You are really let down because you didn't make it.

_____ I know what you must feel like.

32. "I'm sick and tired of being treated like an animal."

_____ Stop feeling sorry for yourself.

_____ You should be thankful we don't keep you locked up all the time like we used to in the old days.

_____ In time you will feel better. Everyone has trouble adjusting to prison.

_____ Sounds like things are getting to you.

33. "You are always giving me a hard time".

_____ No, I don't.

_____ If you would follow the rules, I wouldn't need to watch you all the time.

_____ No, it is you that is always giving me the hard time.

_____ You feel I'm really down on you all the time.

34. "Believe it or not, I'm really learning something."

_____ Good, that is what you are here for.

_____ Makes you feel good to know you are accomplishing something.

_____ You sound surprised.

_____ You better behave or I will have to take you out of that class.

BEHAVIOR MODIFICATION SKILLS SECTION:

35. A reinforcer is:

    a. anything an organism finds pleasurable or wants
    b. something that causes pain or is unpleasant
    c. any event which tends to decrease behavior
    d. pleasure by removing some unpleasant thing

36. You wish to shape an inmate's responses. The most effective way to do this would be:

    a. punish all responses or behavior you didn't approve of
    b. reinforce those responses you want
    c. reinforce those responses you want and punish any responses you didn't approve of
    d. put the inmate in disciplinary segregation for however long it takes

37. An avoidance response is different from an escape response because:

    a. there really isn't any difference
    b. the escape response is stronger
    c. one can do something in avoidance of an unpleasant situation before it happens
    d. escape responding used a conditioning model with a higher strength reflex, while avoidance responses tend to habituate first

38. A stimulus is anything which:

    a. an organism finds pleasurable
    b. an organism responds to
    c. reduces the probability of a response occuring
    d. an organism makes as a component of a response

39. In applying behavior modification techniques in correctional settings, it is very important to administer the techniques:

    a. without regard to race, creed or ethnic background
    b. in conjunction with positive reinforcement
    c. consistently and unemotionally
    d. on an intermittent schedule with impartiality

TRUE OR FALSE

40. _____ Positive reinforcement and negative reinforcement are really different names for the same thing.

41. _____ All behavior is a function of its consequences, and of past reinforcements and punishments.

42. _____ We can only modify behavior of people we know or are acquainted with.

Code #: ____________

Attitudinal Survey

Form 2

In this survey, you will find pairs of statements having to do with your personal characteristics. One member of each pair is labeled A and the other B. You are to select from each pair the statement that BEST describes you. Indicate the statement you have chosen by circling it on your sheet. Circle only one item for each pair. Consider the example below:

1. A) You are attractive.
   B) You are strong.

If you think You are strong describes you better than You are attractive, circle B on your page.

If you marked B on your answer sheet, it would not necessarily mean that you are extremely strong or that you are not attractive. It would mean that ON THE WHOLE, You are strong describes you better than You are attractive.

Be sure that you select one statement from every pair. You are not permitted to omit any pairs of statements. Mark your answers on your answer sheet starting with number 1 and continuing through number 66. You should finish in approximately 15 minutes.

THIS INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL AND USED ONLY FOR RESEARCH PURPOSES HERE AT THE STAFF DEVELOPMENT CENTER.

Name: ______________________________

Job Title: ___________________________

1. A) You are too friendly for your own good.
B) Your opinions are often incorrect.

2. A) Taking advantage of a person sexually makes you feel badly.
B) You have no scruples in sex.

3. A) You are anxious.
B) You are conceited.

4. A) To you life is a jungle.
B) To you life is a bowl of cherries.

5. A) You day-dream politically.
B) You don't formulate opinions about issues over which you have no control.

6. A) In political activities you confine your efforts to group action.
B) In political activities you frequently indulge in individual endeavor.

7. A) You like a tightly-organized group.
B) You like a loosely-organized group.

8. A) You haven't made any mistakes in your life.
B) You can't get the mistakes you have made out of your mind.

9. A) There are some people you could never feel for.
B) Sometimes you feel a real compassion for everyone.

10. A) You like instructions to be specific.
B) You like instructions to be general.

11. A) You are sexually appealing.
B) You are faithful.

12. A) You are responsible for most of your troubles.
B) You sometimes get confused without any reason.

13. A) You frequently laugh at yourself.
B) You don't like your favorite habits ridiculed.

14. A) You frequently get away with murder.
B) People often blame you for things you didn't do.

15. A) You are not attracted to prudish people.
B) You are not attracted to unkempt people.

16. A) You want badly to "belong."
B) You don't care whether you "belong" or not.

17. A) You like a clean, neat house.
B) You like good food.

18. A) You can never forget that love is more than just sex.
B) You can take pleasure in sex as sex.

19. A) You are always on the lookout for new ways of attacking a problem.
B) In general, you find the tried-and-true methods work best.

20. A) You are rebellious.
B) You like discipline.

21. A) You don't like to gamble on getting a good break.
B) You usually figure on getting a good break.

22. A) You get more credit than you deserve.
B) You get less credit than you deserve.

23. A) You get into scrapes you didn't start.
B) When you get into trouble it is almost always your fault.

24. A) Most everybody lets you know directly what they think of you.
B) Some people are secretly trying to get the better of you.

25. A) You positively like to be different from your immediate associates.
B) Being different from your immediate associates makes you uncomfortable

26. A) People are either your friends or your enemies.
B) People are rarely either real friends or real enemies.

27. A) Your hardest battles are with other people rather than with yourself.
B) You are cocky.

28. A) You could like anyone if you tried.
B) There are some people you know you could never like.

29. A) You are forgetful.
B) You have a meticulous memory.

30. A) There are some people you would like to tell off.
B) You are occasionally "taken in".

31. A) People criticize you unjustly.
B) People give you more breaks than you deserve.

32. A) You are charming.
B) You are firm and resolute.

33. A) Disappointments affect you so little that you seldom think about them twice.
B) Your daydreams are often about things that can never come true.

34. A) You would like to counsel a friend on his personal problems.
B) You would like to give first aid to a friend.

35. A) You collect things.
B) You lose things.

36. A) You like haphazard living.
B) You like routine.

37. A) Stuffed-shirts amuse you.
B) Stuffed-shirts get under your skin.

38. A) You keep calm in an emergency.
B) You can obey orders.

39. A) You are difficult to please.
    B) You like to do favors.

40. A) You are aware of dripping water in the kitchen.
    B) You are not observant.

41. A) You don't mind a coward.
    B) You can't stand a coward.

42. A) You just can't stay mad even when you think you should.
    B) There are some people you would like to take apart.

43. A) You admire spontaneity in people.
    B) You admire efficiency in people.

44. A) You don't particularly like to march.
    B) You like to march with a group you feel proud to belong to.

45. A) You need someone in whom you can confide completely.
    B) You are selfish.

46. A) You play fair.
    B) You are an individualist.

47. A) There are some magazines to which you particularly turn for the substantiation of your political ideas.
    B) Your political ideas tend to be peculiar to yourself.

48. A) You can't help feeling antagonistic to people who hold important opinions radically different from yours.
    B) You like a lot of people who disagree with you violently on important issues.

49. A) Your interest in general principles occasionally gets you up in the clouds.
    B) You are a stickler for precision.

50. A) You have felt so sorry for someone you have cried.
    B) You have gotten so mad you cried.

51. A) Yours is a quick and ready sympathy.
    B) You are stern.

52. A) You are independent.
    B) You are loyal.

53. A) You are talkative.
    B) Often you're sure you've forgotten something important.

54. A) You would be happier if you felt more secure.
    B) You would be happier if you were less gullible.

55. A) You never change your basic beliefs.
    B) All of your beliefs are open for debate.

56. A) You follow your conscience.
    B) You have ethical standards which you follow.

57. A) You are very proud of your membership in some groups.

58. A) You are indifferent to most people.
B) You like or you dislike people.

59. A) You don't worry about physical disorders.
B) Sometimes you figure you're a sure thing for ulcers.

60. A) You are dogmatic.
B) You are sloppy.

61. A) There are some people you admire so much you would not question their opinion.
B) You don't admire anybody very much.

62. A) Concerning you past actions you figure, "If I did it, it can't be too bad."
B) If you had you life to live over, there would be a lot of things you'd do differently.

63. A) You admire careful, rigorous thinking.
B) You admire brilliant, penetrating thinking.

64. A) The details of life are important to you.
B) You are often thoughtless.

65. A) You are well coordinated.
B) You seek new opinions.

66. A) You are self-confident.
B) You are a good Joe.

Rokeach Dogmatism

FORM E

NAME ______________________ SOCIAL SECURITY # ______________________

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case, in the space beside each statement.

+1 :	I AGREE A LITTLE	-1 :	I DISAGREE A LITTLE
+2 :	I AGREE ON THE WHOLE	-2 :	I DISAGREE ON THE WHOLE
+3 :	I AGREE VERY MUCH	-3 :	I DISAGREE VERY MUCH

1. The United States and Russia have just about nothing in common. ____

2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent. ____

3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups. ____

4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes. ____

5. Man on his own is a helpless and miserable creature. ____

6. Fundamentally, the world we live in is a pretty lonesome place. ____

7. Most people just don't give a "damn" for others. ____

8. I'd like it if I could find someone who would tell me how to solve my personal problems. ____

9. It is only natural for a person to be rather fearful of the future. ____

10. There is so much to be done and so little time to do it in. ____

11. Once I get wound up in a heated discussion I just can't stop. ____

12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood. ____

13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what others are saying. ____

14. It is better to be a dead hero than to be a live coward. ____

15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare. ____

16. The main thing in life is for a person to want to do something important. ____

17. If given the chance I would do something of great benefit to the world. ____

18. In the history of mankind there have probably been just a handful of really great thinkers. ____

19. There are a number of people I have come to hate because of the things they stand for. ____

20. A man who does not believe in some great cause has not really lived. ____

21. It is only when a person devotes himself to an ideal or cause that life becomes more meaningful. ____

22. Of all the different philosophies which exist in this world there is probably only one which is correct. ____

23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy washy" sort of person. ____

24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side. ____

25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do. ____

26. In times like these, a person must be pretty selfish if he considers primarily his own happiness. ____

27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does. ____

28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp. ____

29. A group which tolerates too much differences of opinion among its own members cannot exist for long. ____

30. There are two kinds of people in this world: those who are for the truth and those who are against the truth. ____

31. My blood boils whenever a person stubbornly refuses to admit he's wrong. ____

32. A person who thinks primarily of his own happiness is beneath contempt. ____

33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on. ____

34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted. ____

35. It is often desirable to reserve judgement about what's going on until one has had a chance to hear the opinions of those one respects. ____

36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own. ____

37. The present is all too often full of unhappiness. It is only the future that counts. ____

38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all". ____

39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on. ____

40. Most people just don't know what's good for them. ____

CODE #: ______

STAFF DEVELOPMENT CENTER
DEPARTMENT OF OFFENDER REHABILITATION
JOB PERFORMANCE RATINGS: CORRECTIONAL OFFICERS

YOU WILL BE ASKED TO RATE ______________________ ON A NUMBER OF PERSONAL QUALITIES OR CHARACTERISTICS. PLEASE ANSWER EACH QUESTION AS FULLY AS YOU CAN. ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED ONLY FOR RESEARCH PURPOSES. WE THEREFORE ASK FOR YOUR COOPERATION IN FILLING OUT THIS QUESTIONNAIRE COMPLETELY AND AS HONESTLY AS YOU CAN. REMEMBER, THE RESULTS OF THIS TRAINING EVALUATION WILL, IN LARGE PART, DEPEND ON YOUR FILLING OUT THIS FORM COMPLETELY AND ACCURATELY.

THERE ARE FIVE POSSIBLE CHOICES FOR EACH OF THE ITEMS BELOW. THEY RANGE FROM 0 TO 4. IF AN ITEM DESCRIBES A BEHAVIOR OF THE OFFICER BEING RATED AND THE OFFICER ENGAGES IN THIS BEHAVIOR ALWAYS, CIRCLE THE NUMBER 4 FOR THAT ITEM. IF THE OFFICER EXHIBITS THE BEHAVIOR FREQUENTLY, BUT NOT ALWAYS, CIRCLE NUMBER 3. IF THE BEHAVIOR IS EXHIBITED SOMETIMES, CIRCLE A 2; IF SELDOM, CIRCLE A 1. AND IF THE OFFICER NEVER ENGAGES IN THAT BEHAVIOR, CIRCLE 0 FOR THAT ITEM.

CHOOSE ONLY ONE NUMBER FOR EACH OF THE ITEMS BELOW. DO NOT OMIT ANY ITEMS.

4 = ALWAYS
3 = OFTEN
2 = SOMETIMES
1 = SELDOM
0 = NEVER

USES AUTHORITY AND POSITION ONLY WITHIN LIMITS OF THE JOB	0 1 2 3 4
USES FORCE ONLY WHEN ABSOLUTELY NECESSARY	0 1 2 3 4
TAKES REASONABLE CARE OF DEPARTMENT EQUIPMENT	0 1 2 3 4
IS ACCEPTING OF CHANGES IN METHODS AND PROCEDURES	0 1 2 3 4

Exhibits effort beyond basic requirements of job	0 1 2 3 4
Exercises good judgment in supervising offenders	0 1 2 3 4
Sizes up emergency situations quickly	0 1 2 3 4
Considers alternatives and responds with correct procedure	0 1 2 3 4
Exhibits patience with others	0 1 2 3 4
Exhibits honesty and ethical practice in all contacts	0 1 2 3 4
Can explain the reasons behind procedures used	0 1 2 3 4
Loyal to department and administration	0 1 2 3 4
Voices no overt racial or ethnic bias	0 1 2 3 4
Rational and logical; easy to communicate with	0 1 2 3 4
Accepts and acts on constructive criticism	0 1 2 3 4
Acts on his own initiative; doesn't have to be told always	0 1 2 3 4
Can be depended on to do what he is asked to do	0 1 2 3 4
Works well individually without direct supervision	0 1 2 3 4
Has good posture	0 1 2 3 4
Demonstrates good ability in handling trouble	0 1 2 3 4
Exhibits personal courage in dangerous situations	0 1 2 3 4
Demonstrates good driving habits	0 1 2 3 4
Keeps self in good physical condition	0 1 2 3 4
Shows respect for other officers	0 1 2 3 4
Drives safely in emergency as well as normal situations	0 1 2 3 4
Good observation habits; detects unusual conditions	0 1 2 3 4
Able to relate well to offenders	0 1 2 3 4

Offenders respond well to his communications	0 1 2 3 4
Is able to handle complex tasks	0 1 2 3 4
Is thorough in his work	0 1 2 3 4
Pays attention to details in his working area	0 1 2 3 4
Quality of work generally meets institutional standards	0 1 2 3 4
Is consistent in his performance	0 1 2 3 4
Has no difficulty with fellow officers	0 1 2 3 4
Has good verbal skills	0 1 2 3 4
Has confidence in his abilities	0 1 2 3 4
Assumes responsibility for new tasks	0 1 2 3 4
Is relaxed	0 1 2 3 4
Handles problems with little frustration	0 1 2 3 4
Can work well under pressure	0 1 2 3 4
Is punctual to work	0 1 2 3 4
Offers suggestions to improve things	0 1 2 3 4
Is helpful to others	0 1 2 3 4

OVERALL, HOW WOULD YOU RATE THIS OFFICER? (CHECK ONE)

Excellent ____________
Good ____________
Satisfactory ____________
Poor ____________
Unacceptable ____________